AMNESTY INTERNATIONAL

RESPECT MY RIGHTS, RESPECT MY DIGNITY

MODULE THREE – SEXUAL AND REPRODUCTIVE RIGHTS ARE HUMAN RIGHTS

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Cover photo: Young people celebrating the beginning of the My Body My Rights campaign, Brussels, Belgium, 2014.
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FEEDBACK FORM

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Amnesty International Philippines join the global launch for the My Body My Rights campaign, June 2014.

ABBREVIATIONS

CEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
CRC	UN Convention on the Rights of the Child
FGM	Female genital mutilation
HIV/AIDS	Human immunodeficiency virus/Acquired immune deficiency syndrome
ICPD	International Conference on Population and Development
ILGA	International Lesbian, Gay, Bisexual, Trans and Intersex Association
LGBTI	Lesbian, gay, bisexual, transgender, and intersex
NGO	Non-governmental organization
OHCHR	Office of the High Commissioner for Human Rights
STI	Sexually transmitted infection
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
WHO	World Health Organization

GLOSSARY

Child/Adolescent/Youth
The United Nations (UN) defines children as anyone under the age of 18, adolescents as between 15 and 19, and youth as between the ages of 15 and 24 years. These definitions are primarily used for statistical purposes, and different states may define youth differently.

Community
Communities can exist physically, as a group of people who share a geographic location, or they can be communities of peers defined by belief, shared history, or common traits that exist within a group of people, whether in person or online. They can be born into, moved into, joined, and/or chosen. Some communities have defined histories, such as ethnic, religious, language-based, or Indigenous groups, while others are less clearly defined.

Discrimination
Discrimination is the systematic denial of certain peoples' or groups' full human rights because of who they are or what they believe.

Female genital mutilation (FGM)
FGM describes the removal of part or all of the external female genitalia. This practice has been linked in some countries with girls' or young women's rites of passage. It is seen as a way of controlling women's and girls' sexuality, and is still practised in many parts of the world. FGM can have serious consequences for girls' and women's physical and mental health. It sometimes results in excessive bleeding, infection, transmission of diseases, trauma and pain, and often leads to difficulties in intercourse and childbirth.

Gender and sex
The term "sex" refers to biologically determined differences, whereas "gender" refers to differences in social roles and relations. The following terms are of particular use when trying to understand gender and sex:

Biological sex: the physical, genetic and chromosomal characteristics that make a person physically male, female or intersex.
Gender identity or expression: a person's deeply felt individual experience of gender, which may or may not correspond with the sex assigned at birth, or with the way they are expected to express their gender. Gender expression includes the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms. An individual's gender identity may be male, female or a gender which is neither male nor female; it may also be more than one gender or no gender.
Gender norm: an expected mode of behaving in society based on a person's real or perceived physical sex, or whether they are male or female. Some common gender norms include the expectation that women will care more for children while men are more responsible for the financial income of the family. This norm shapes people's opportunities and allows for discrimination between men and women who do not fit the model.
Gender stereotypes: Stereotypes are generalized assumptions made about how a person is or should be based on a particular characteristic. Gender stereotypes are assumptions made about people's value on the basis of their biological sex, sexual orientation or gender identity or expression. Stereotypes may or may not be based in fact, and can be both positive and negative.
Sexuality: encompasses sex, gender identities and roles, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.
Sexual orientation: refers to each person's capacity for emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.

Gender-based violence

Amnesty International defines gender-based violence as violence directed at an individual because of their gender, the way they express their gender or their gender identity. While most gender-based violence is violence against women because they are women, people of other genders can suffer gender-based violence as well. For example, men who are attacked because they do not conform to socially approved views of masculinity, or violence directed against transgendered individuals because of their gender identity, are also examples of gender-based violence. Gender-based violence can be committed by anyone, and is frequently linked to gender inequality, stigma and discrimination.

Human rights defender

The UN defines human rights defenders as people who individually or with others, act to promote or protect human rights.

International human rights instruments

"Instruments" refers to documents written or agreed to by States or by regional or international bodies for the promotion and protection of human rights and fundamental freedoms. They help determine what obligations and responsibilities states have to fulfil. They include legally binding treaties, such as UN conventions and covenants, and their interpretations by treaty bodies, such as general comments, as well as other non-binding documents, such as declarations (including the Universal Declaration of Human Rights or UDHR).

Other human rights standards include principles, guidelines and rules drawn up by intergovernmental organizations and experts.

LGBTI

A common abbreviation for lesbian, gay, bisexual, transgender, and intersex. There are many variations on this abbreviation in use. Amnesty International uses this one, other organizations and groups use different ones, depending on their members and the individuals they work with.

Lesbian: a woman who is primarily physically, sexually and emotionally attracted to other women. It can refer to same-sex sexual attraction, same-sex sexual behaviour and same-sex cultural identity for women.

Gay: men or women who are primarily physically, sexually and emotionally attracted to people of the same sex. It can refer to same-sex sexual attraction, same-sex sexual behaviour and same-sex cultural identity. "Gay" is not gender-specific, in that it can refer to both men and women who experience same-sex sexual attraction or identifies as such. However, in common usage, many people mean only gay men when they say "gay".

Bisexual: a person who is attracted to and/or has sex with both men and women. It can also refer to a cultural identity.

Transgender: individuals whose gender identity and/or gender expression is different from the social expectations attached to the biological sex they were assigned at birth. Some people may choose to modify their biological sex to match their gender identity, either through surgery or hormonal treatments, and some may not. The term can include a wide range of other identities, such as members of third genders, as well as individuals who identify as more than one gender or no gender at all. The term transgender is often shortened to "trans".

Intersex: individuals who have genital, chromosomal or hormonal characteristics which do not correspond to the given standard for "male" or "female" categories of sexual or reproductive anatomy. Intersexuality may take many forms and covers a wide range of bodily characteristics. While it is hard to track how many people are born with physical, genetic or chromosomal characteristics that could be called intersex, the World Health Organization (WHO) estimates that about one in every 2,000 children is born with a body that visibly differs from "typical" male or female, though not all of them will be identified as intersex then or later in life.

Rape
Rape is a form of sexual violence. The definition of rape may vary in national laws: for example, in some countries rape within marriage is not considered a crime. However, generally national and other definitions share a common idea that rape is a crime in which, through use of force, threat of force, or coercion, the victim is not able to give free consent or agreement to penetration, however slight, of any part of the body, with any part of the body or any object.

Sexuality education
Sexuality education is a lifelong process that occurs both in and out of formal educational settings and provides knowledge, skills and efficacy to help people make informed decisions about their sexuality. Sexuality education includes, for example, scientifically accurate and non-biased information on a broad set of topics related to sexuality including human development, relationships, decision-making, contraception, and disease prevention. More information about sexuality education is available through the UN Youth and Comprehensive Sexuality Education website.

Sexual health
Sexual health is defined by the WHO as a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Sexual and reproductive health services
Sexual and reproductive health services should be sensitive to the needs of the user and should be available, accessible, acceptable and of high quality to all. Services should cater to the specific needs of the user, including youth. Some sexual and reproductive health services include:

- Gynaecological care
- All forms of safe and effective contraception
- Safe abortion and post-abortion care
- Maternal health care
- The prevention, diagnosis and treatment of sexually transmitted infections including human immunodeficiency virus (HIV)
- Breast and reproductive cancers
- Infertility and fertility treatment
- Services for survivors of sexual and gender-based violence

Sexual violence
Sexual violence includes both physical and psychological attacks directed at a person's sexual characteristics. It is not limited to a physical invasion of the person's body and may include acts that do not involve penetration or physical contact. Sexual violence includes crimes such as sexual harassment, sexual assault, incest and rape. The perpetrator of sexual violence may be a stranger, acquaintance, friend, family member or intimate partner. All forms of sexual violence harm the person and constitute human rights violations.

Stigma
A shared set of negative beliefs or assumptions that society shares about someone, something or somewhere is called a stigma. Social stigmas can be attached to someone whose identity does not conform to the dominant social norms in a society. Due to the stigma attached to them, they can be discriminated against in different ways. They can be labelled as abnormal, immoral, disgraced, inferior, dangerous, or even criminal. Identities and subjects which are stigmatized, such as some people's sexualities and gender identities, can become social taboos and areas where conversation is silenced.

Universal Declaration of Human Rights
The UDHR was adopted by the world's governments in 1948. It is a set of standards that affirm the rights to freedom, dignity, respect and equality for everyone, everywhere. For more on the UDHR, see Amnesty International, *Respect my rights, respect my dignity, Module one: Poverty and human rights.*

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Women, girls, men and boys take to the streets in Nicaragua on the Day for the Decriminalization of Abortion in Latin America and the Caribbean, 28 September 2011.

INTRODUCTION

THE AIM OF THIS MODULE

We all have the right to make decisions about our own health, body, sexuality and reproductive life. We have the right to do this without fear: of being pressured into doing something against our will; of being discriminated against by our families or communities; of being beaten up, jailed or even killed.

But all over the world, people's freedom to make these decisions is controlled in precisely these ways – by our governments, health professionals, peers, our own families. In the end, many people are prevented from making any choice at all.

Many of the world's 1.8 billion young people still live without access to their sexual and reproductive rights. When young people do not have access to their sexual and reproductive rights, including comprehensive, accurate education and information about their sexuality, they are more likely to experience sexual violence, more at risk of unplanned pregnancy, and more susceptible to sexually transmitted infections (STIs), including HIV. Young people who are not able to make decisions about their own bodies, or who do not have equal access to sexual and reproductive health care, will have less access to education, which can result in them being less able to benefit from economic opportunities or to contribute to society.

Realizing our sexual and reproductive rights depends on understanding how gender and sexuality work with the cultural norms that regulate interactions between people. Our sexuality and sexual desire, ability to control our own reproductive and family choices, and how we express our gender identities may be stigmatized, restricted or tightly controlled.

Amnesty International's human rights education modules – focusing on critical thinking and social engagement – fit naturally with learning about gender, sexuality, and sexual and reproductive rights. This module has been developed to help young people know what sexual and reproductive rights are; feel empowered to engage in defending and claiming their rights; and make decisions about their bodies, choices and desires when it comes to their sexuality, gender and human rights.

About this module

The module is particularly designed to be used by and with young people and youth activists as they support their peers through individual and collective journeys of reflection, critical analysis and action. This includes empowering young people with the knowledge and skills to lead campaigns, activism and advocacy for their sexual and reproductive rights.

This is the third educational module produced as part of Amnesty International's Respect My Rights Respect My Dignity Education Resource Pack. Each module explores different issues related to poverty and human rights. Module One is a general introduction to the subject, and Module Two explores the issue of housing as a human right. This module on sexual and reproductive rights echoes and builds upon the universal human rights themes introduced and explored in Modules One and Two and explores how human rights live in our bodies and choices.

The complete "Respect My Rights Respect My Dignity" Education Resource Pack includes a Facilitation Manual designed to support those who would like to conduct human rights education sessions with young people. Because the manual outlines the knowledge and skills facilitators need to fulfil this role, it is essential to use it alongside each educational module.

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Participants at the Asia-Pacific Youth Activism meeting in Hong Kong on 8 May, 2008, discussing the campaign around the Beijing Olympics.

AMNESTY INTERNATIONAL'S MY BODY MY RIGHTS CAMPAIGN

My Body My Rights is Amnesty International's global campaign to stop this control and criminalization of sexuality and reproduction by governments and others. As governments negotiate new development goals in 2014/15 for the next decade, Amnesty International is working to make sure that the protection of these rights remains high on the agenda.

At the heart of our campaign are young people like you, because your rights are also on the line. Your voices are so often left out of these debates. And the decisions that should rightly be yours – about your body, sexuality, health – are so often taken by others.

But at 1.8 billion, you are part of the largest youth population in history – and your voice matters.

Join our campaign today and take the first step to claim your rights. Together we can:

- **Stop governments from using discriminatory laws that punish people for their sexuality or reproductive choices.**
- **Stop others from controlling the decisions we make about our bodies and our lives.**
- **Remove barriers that prevent us from getting sexual and reproductive health information and services, including contraception.**
- **Help others to claim and exercise their rights, so that we can all make free and informed choices about our sexual and reproductive lives without fear of discrimination and violence.**
- **Find out more at amnesty.org/mybodymyrights and #MyBodyMyRights**

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Young women in Morocco take part in the launch of Amnesty International's global campaign, My Body My Rights, March 2014.

Contact your local Amnesty International office and find out how you can get involved:
http://bit.ly/aiinyourcountry

ABOUT PARTICIPATORY LEARNING AND HUMAN RIGHTS EDUCATION

At Amnesty International, human rights education is geared towards empowering individuals, challenging and transforming attitudes, values and behaviour, raising consciousness and awareness, and nurturing an ongoing commitment to and passion for human rights.

Human rights education is not merely education about and for human rights, but education through participatory, rights-based learning to create capacity for critical thinking and analysis. It respects the rights of both facilitators and participants to promote the questioning and breakdown of unequal power dynamics and the promotion of a participatory and respectful learning space. Human rights education and participatory learning approaches are particularly vital for engaging in the difficult conversations about sexuality, gender and rights contained in this module. For more information about rights-based, participatory learning and facilitation, see Amnesty International's *Facilitation manual: A guide to using participatory methodologies for human rights education*.

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HOW TO USE THE ACTIVITIES

The activities included in this module are designed to be used by and with young people, to develop skills to stand up for sexual and reproductive rights.

The activities complement the information included in each section. As facilitators interested in working through this module with your community, you can use the activities to design sessions and adapt them to fit your own circumstances. While many of the sexual and reproductive rights issues included in this module are relevant in multiple contexts and countries, you should always make a judgement about what topics and issues are most useful to the young people in your community, as well as what topics are legal and safe to discuss in your country.

In some places, promoting some elements of sexual and reproductive rights can be dangerous, even against the law. It is important to know what risks you may be taking in your society when you decide to talk with others and take action in order to prevent putting yourself or others in danger.

In order to create a holistic learning process, the activities in this module are presented in a set order. Each new activity builds on the work done in previous sessions and is part of an integrated learning process. While the activities can be separated and planned according to what timing and schedule works best for groups, using the activities included in the order they are presented will produce the best results.

The time needed to run each activity will depend on the number of participants, as well as on their previous experience and knowledge. We recommend taking a flexible approach that allows for in-depth discussion and analysis, while covering all the steps in each activity.

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Top: **Regional "Training of Trainers" on sexual and reproductive rights with youth activists from Latin America, in Buenos Aires, Argentina 2014.**
Bottom: **Students from Lycée Ibou Diallo, Senegal, participating in a role-play to engage with human rights issues, as part of the Human Rights Friendly Schools project, 2012.**

Left: **Nordic Youth Conference workshop on sexual and reproductive rights. Copenhagen, Denmark, July 2014.**

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BEFORE YOU START

Carefully read through all the information in this resource. This will provide you with the basic information you need to run the sessions, and help you see how the activities are linked. It will also help you decide which activities to focus on. You may want to adapt the activities to take into account the local cultural and political context or the age and number of participants, without changing the objectives of each session.

Prepare your space for running the activity session, as well as the materials and resources you will need (as outlined at the beginning of each activity).

Plan how to open and close each session using warm-ups, icebreakers and trust-building activities (as described in the next section on Breaking the silence). It is always good to be prepared with energizers and other short physical activities to boost energy levels or cut tension in difficult sessions.

Use the *Facilitation manual: A guide to using participatory methodologies for human rights education*. It contains in-depth information and tips for running activity session with young people, including more on how to set ground rules to create a safe and respectful atmosphere, how to facilitate groups effectively, and specific ideas on actions that young people can do after each activity.

Women, girls, men and boys take to the streets in Nicaragua on the Day for the Decriminalization of Abortion in Latin America and the Caribbean, 28 September 2011.

EVALUATE YOUR WORK

Evaluating what you do is an important aspect of the learning process. When and how to do an evaluation will depend on how you use the education modules and how long you spend on each activity. It may not be appropriate to do an extensive evaluation after each session. However, participants should always have the opportunity to express their feelings and opinions in relation to the work they have done. This can be done quickly after finishing one activity, or in more detail after completing several, for example after each section. A more thorough evaluation should be carried out after completing the whole educational module.

For more information about evaluation techniques, see the *Facilitation manual*.

When you have finished using this resource, please complete the feedback form at the end of this module and send it back to us so we can learn from your experience and improve the materials developed.

Participants at the Asia-Pacific Youth Activism meeting in Hong Kong, 8 May 2008.

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DESIGN YOUR OWN ACTIONS

The end of each activity represents a great opportunity for encouraging young people to take action, be creative and have fun, for example by:

Raising awareness

- **Find creative ways to share new information and reflections with friends, family, community, through discussions, debates, art, making a song, play or dance and performing it, etc.**
- **Design posters and banners to raise awareness about a particular issue.**
- **Produce a leaflet, write an article for a local paper or other media outlet, or go on a local radio show to break the silence about a sexual and reproductive rights issue.**
- **Organize an exhibition, public debate or march on a specific issue and invite friends and family to come along.**
- **Share stories of sexual and reproductive rights issues online to show how this is a global issue.**

Making a change in your community

- **Do a survey about local attitudes on sexual and reproductive rights at school or in the neighbourhood and publish the results.**
- **Join or start a youth group for sexual and reproductive rights, a gay-straight alliance, or LGBTI support centre.**
- **Organize events where young people can meet with school or local government officials, community or faith leaders to express their concerns.**
- **Start an anti-discrimination campaign or speak out about sexual and reproductive rights abuses in your community.**

Learning more

- **Research sexual and reproductive rights using the Internet or local library.**
- **Connect with local sexual and reproductive rights activists, or with other young people interested in sexual and reproductive rights issues globally using social media.**
- **Join Amnesty International's My Body My Rights campaign.**
- **Research other global campaigns and organize local events or social media initiatives to join. Some examples include:**
  - **International Day Against Homophobia and Transphobia (IDAHOT)**
  - **CrowdOutAIDS**
  - **16 Days of Activism Against Gender Violence**

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Right: **Young women take part in the 16 Days of Activism to stop violence against women, Parque Calderón, Cuenca, Ecuador, November 2008.**
Far right: **Young people take part in Amnesty International's global launch of the My Body My Rights campaign in Austria, March 2014.**

Inspiring others to get involved

- Be a rights defender in your community: stand up for others when you see discrimination and violence.
- Become a facilitator: use this module and organize sessions with groups of young people to build their knowledge and skills.
- Create or join an online discussion group where people from different backgrounds, cultures and countries can exchange views and experiences about sexual and reproductive rights.
- Start a social media campaign showing how young people in your community feel about their bodies and their rights.
- Design a website, Tumblr or Facebook page to publicize your own sexual and reproductive rights voice.

Finding out what is happening across the world and sharing what you do

- Join Amnesty International's global campaign for sexual and reproductive rights. Find out more at amnesty.org/mybodymyrights and #MyBodyMyRights.
- Check out www.RespectMyRights.org, an interactive digital youth platform that offers an opportunity for young people to create activism stories, content and solidarity actions on human right issues.

Volunteering with organizations

- Work and volunteer with organizations in your community that promote sexual and reproductive rights.
- Contact your local Amnesty International office for other opportunities.

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Imen Derouiche, former Prisoner of Conscience in Tunisia, speaks at a public action on Tunisia in Ljubljana, Slovenia, July 2001.

ONE
BREAKING THE SILENCE

PLANNING DISCUSSIONS

Sexual and reproductive rights can be immensely personal, and also controversial. For many people, sexuality and gender are spaces of strong emotional connections and firmly held beliefs. The act of questioning our assumptions can feel dangerous and exhausting while still being exhilarating and inspiring. Facilitators will need to plan ahead for how best to support and create space for participants to have emotional discussions, and how to keep a balance between positive and negative messages. After all, talking about gender and sexuality can also be fun! Once facilitators and participants break through the taboo that keeps so many people afraid of talking about these issues, it may be difficult to stop.

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ASSESS YOUR OWN ATTITUDES AND BELIEFS

Self-awareness: The first step to good facilitation is knowing your strengths, your weakness, your assumptions and your biases. Many of the topics included in this module are right at the heart of how we understand ourselves and the world around us, so it is important to take time to reflect on what assumptions we are making and how we are feeling.

Sometimes we are quicker to make assumptions about young people's sexual behaviour than we are about adult behaviours. What are your attitudes towards the sexuality and sexual behaviour of young people? What knowledge do you have of young people's sexuality and sexual behaviour? Where did you get this knowledge?

The next step is to think about your language. Are there certain topics you are uncomfortable discussing? What support can you find to learn more about these issues? What common terms do you use to refer to sex, sexuality, sexual orientation? Does any of the language you use risk offending or alienating someone who has a different life experience than you do? How can you make your language neutral and unbiased when it comes to gender and sexuality?

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TIPS

- ✓ Avoid gendered language: for example, ask someone about their "partner" instead of about their "boyfriend" or "girlfriend".
- ✓ Avoid value judgements in language: for example, some sexual behaviours are more risky, not "wrong" or "bad".
- ✓ Don't "Yuck" someone's "Yum": participants may not share all the same preferences or desires, but should be discouraged from reacting negatively or dismissively towards each other.
- ✓ Use people's chosen names and pronouns and try not to make assumptions about other people's gender identities and experiences.

Left: **Young people in Togo take part in educational workshops as part of Amnesty International's My Body My Rights campaign, June 2014.**
Above: **Participants in the first "Speaking out" workshop to launch the My Body My Rights campaign in Mexico City, March 2014.**

DEALING WITH EMOTIONS

Because of the personal nature of the topics being discussed, and the learning style promoted by human rights education, some of the activities and issues discussed in this module may bring up strong emotions, both positive and negative, or trigger difficult memories for participants and facilitators. It is important to understand and face your own fears of emotions, and how you handle your own and your participants' trauma, pain and vulnerability.

TIPS

- ✓ Make it clear that being emotional is normal and common, and that we all experience and express emotion in different ways.
- ✓ Tell participants that if they want or need to step outside the room for a moment that they should feel free to do so. A second facilitator or other participant can step outside and check in with them, which allows the session to continue while also ensuring that the individual is being looked after.
- ✓ Before starting a session, think about how you can create a space for participants to feel supported when they express their emotions rather than feel ashamed or embarrassed.
- ✓ Positively reaffirm when people do share or express emotions.
- ✓ Use language that emphasizes people's strength and resilience in surviving difficult circumstances, instead of language that depicts them as victims.
- ✓ Know what support services are available to participants or where they can find referrals.
- ✓ Know where you can find emotional support for yourself as well as participants, and when to ask for help.

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A young survivor of sexual violence reading a poster on domestic violence at the centre which provides her with psychological support, Nicaragua, October 2008.

DEALING WITH DISCLOSURE

It is internationally recognized that one in every three women will at some point be a victim of physical and/or sexual abuse. Therefore, as some of the discussions included in these activities will include issues of sexual and gender-based violence, assault, or other human rights violations, young people who may be under the age of majority may share their own experiences of violence.

Although participants should not be directly invited to share personal experiences of violence, you should be prepared for a participant disclosing that they themselves have been a victim of abuse or brought up in an abusive household. Disclosure in workshops where participants have not been directly asked to share personal experiences of violence is most often from people who are no longer being abused. However, be sensitive to the fact that there may be young people in the group who are currently being abused and it is possible that perpetrators of abuse may also be present. If anyone discloses that they have experienced or witnessed violence the following steps should be taken:

TIPS

✓ **Respect the person and do not judge.**

Take the disclosure seriously and provide a supportive environment to the individual making the disclosure. It is not necessary or appropriate to judge whether what the person has experienced is violence. Kind words and support from an understanding and compassionate individual at the moment of disclosure are crucial.

✓ **Have ready a list of addresses and phone numbers of individuals and groups who can help.**

There are certain aspects of support for victims and survivors of sexual violence that can only be provided by individuals or groups specially trained in these areas. These well-experienced individuals or groups already exist in many countries. If a young person is reaching out, she or he is looking for support – the right kind of support. Having phone numbers and details for appropriate resources is critical. Have the names and phone numbers or web addresses of organizations that can support or provide assistance always available during the activities. It is a good idea to leave these in a discreet place where participants can access them privately if they so wish.

✓ **Do not try to counsel the individual.**

A human rights education facilitator is not equipped to provide counselling to individuals who have experienced violence and should never be presented as such. You should be clear about your role as facilitator from the outset of the activities, so participants are aware of the kind of support they will receive should they disclose. You are responsible for facilitating discussions on sexual and reproductive rights and creating an environment that enables learning around the topic and issues.

If confronted with a disclosure, acknowledge the person's experience and find the time and the space to speak to them in a safe and secure environment. Explain what you can and cannot provide and encourage them to contact the organizations that can provide support.

✓ **Know your legal responsibilities.**

Before embarking on these activities, you need to be sure of the legal and ethical requirements and where young people can find support. You should not be scared or alarmed that young people may share stories of abuse or violence but at the same time you need to be able to communicate the limits of confidentiality to them and be prepared to provide them with information about where they can find help and support.

DEVELOPING TRUST

As a facilitator, you should consider how best to create a safe space for learning, one which embodies the human rights ideals being discussed. This module is designed to begin a conversation and reflection on human rights issues related to participants' bodies, sexuality and gender identity. You must be comfortable with these topics and committed to building a trusting space for participation.

This is an ongoing process of reflection and adjustment to ensure that all participants are receiving equal opportunities to express themselves.

Right: **Amnesty International staff show their brightly coloured bracelets to be used by Swiss activists in the launch of the My Body My Rights campaign, Bern, Switzerland, March 2014.**

TIPS

✓ Recognize and address power relations.

To transform existing power relations, you must first acknowledge the power that you have as a facilitator, and recognize the authority that participants vest in you. You need to be constantly aware of how your attitudes and style (from your behaviour, body language, how you dress, where you sit, how you speak) can actually dis-empower some participants. Your past experiences, attitudes and values, participation in society, education, personality, and your vision of yourself are all possible sources of power. You and your participants are influenced by the predominant cultural norms, concepts, stereotypes and practices related to power. It is your role as facilitator to empower those with less power. By focusing on the participants as key players in the learning process, good facilitation helps to breakdown power relationships between educators and participants and between diverse participants.

Power dynamics also exist among the participants: they could be based on gender, ethnicity, popularity, and other social standing. Participants who feel marginalized will be less comfortable in participating. Create a space where all participants can explore their thoughts and emotions without feeling pressure, where they can feel comfortable sharing their ideas no matter how different they may seem. Enable a process of exploring, sharing and learning together. You can help people define for themselves what a safe space is, how to create it and strategies for maintaining it.

✓ Practise mutual respect and accountability.

Start with the questions: What is respect? What does respect look like? When setting ground rules for group dynamics, ensure that all parties share equal expectations for keeping the atmosphere safe for each other. Try to validate the knowledge and experience of each participant. Everyone has the right to express their lived experience in the way they feel most comfortable. Participants should practise validation and affirmation with each other, as well as critical thinking and questioning.

✓ Ensure diversity and representation.

When planning how to implement this module, ensure that the case studies, activities and supplementary materials used are representative of your own society, including the most marginalized and disenfranchised. Do not rely on group members to represent particular forms of marginalization or marginalized identities, but create a space for sharing of experiences and ideas free from expectation or judgement. Bring in speakers from organizations and communities under-represented among participants, or who have diverse perspectives on the topic being covered.

✓ Lead by example.

Practise respect, humility, and sharing to allow for maximum connection and learning between yourself and the participants. Lead by modelling (not controlling) the behaviour needed in a safe space, and trusting the group in order to help the group build trust and security among themselves.

BUILDING TRUST

Building trust in a group does not only happen through discussion, but also through a gradual process of sharing and getting to know each other. Icebreakers, energizers and short activities serve not only to help keep sessions dynamic and moving, but also to help participants get used to each other and develop a connection. When planning activities, make sure to leave time for short activities to keep participants' energy up and to develop trust.

Example of trust-building activity

Ball of wool (10 min): Participants are seated in a big circle. You can ask all participants what comes to mind when they hear the words "sexual and reproductive rights." What is their first thought or connotation with these words? Participants have a brief brainstorm. After the first answer the ball of wool is passed to the next person, who keeps hold of the end thread of wool. Repeat until all participants are connected through the thread of wool, forming a safe network.

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CREATING A SAFE SPACE

Building a safe space for discussions about gender and sexuality involves more than just an initial discussion about trust, privacy and confidentiality. Balance the time for introductory and trust exercises with learning activities and discussions, and ensure that participants have time to engage fully with a topic before moving on to the next.

Below: **A women's centre lawyer supports "Connie", a young victim of sexual violence between the ages of nine and 14, as she tells her story to Amnesty International delegates in Nicaragua, March 2010.**

© Amnesty International (photo: Grace Gonzalez)

TIPS

✓ **Sharing personal experiences.**
In activities that invite participants to share personal stories on gender and discrimination, be aware that participants may not feel comfortable doing so and should not be forced. Allow adequate time for reflection in activities where participants may have shared personal stories or if disclosure takes place.

✓ **Do your research.**
Know what issues are common in your community, and what resources are available to participants for further support when you are planning your activities. Are young people in your community at particular risk of infection with HIV or other STIs? Know where there are youth-friendly testing facilities. Is domestic abuse and family violence common? Find what counselling and legal resources are available for survivors and keep that information available.

✓ **Admit what you do not know.**
You are not required to have an answer to every question. Practise saying "I'm not sure, but I'll look into it and get back to you." Know whom you can turn to for help if needed. Make sure you follow-up.

✓ **Create a group code of conduct.**
Start the session by defining a common agreement on the expectations of the group regarding language, atmosphere and objectives. "Language" includes what words and terms the group considers appropriate and which are inappropriate, any rules about forbidden terms or language, and how to address each other respectfully. At no point should hurtful language about race, religion, gender, sexuality or other status be allowed in these activities, and this expectation must be part of the code of conduct.

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Circle of trust activity, Nordic Youth Conference, Copenhagen, Denmark, July 2014.

✓ **Be inclusive.**
Discuss how to address each other respectfully and use inclusive language around gender identity and sexual orientation. This should include using people's chosen names and pronouns and not making assumptions about other people's experiences or identities. As a facilitator, you should also consider how to build neutrality into activities through using terms like "partner" instead of "girlfriend" or "boyfriend" and choosing gender-neutral names for role-plays.

CONFIDENTIALITY AND PRIVACY

Confidentiality and privacy is a consideration not just for during sessions but also for outside the shared safe space. Participants may not feel comfortable fully engaging with the issues included in this module if they are concerned about being ostracized, bullied or exposed by their peers when the session is over. Building consensus among the group about what happens to information that is shared with each other during discussions and activities as part of this module is key to creating a trusting dynamic among each other.

TIPS

- ✓ After the group sets a common agreement on confidentiality and privacy, ask participants if they can really commit to it.
- ✓ Ensure that no one is "forced" to share during any of the activities or discussions. Participation is voluntary.
- ✓ Ask participants to reflect on how they can practise openness and refrain from judgement in their everyday lives, not just in the session.
- ✓ Empower participants to remind each other of the common agreement when they see each other breaking it, both in the space and outside. Discuss ways to do this respectfully and without confrontation or blame.
- ✓ Encourage participants to ask each other's permission to discuss shared experiences with others, and to volunteer permission when the experience shared does not need to be kept confidential.
- ✓ Have the group reflect on their own personal risks, dangers and security.
- ✓ Include discussion of what the group needs to feel safe and what their fears are in discussions about the code of conduct and safe space.

© Ásta Kristjánsdóttir

Actress Álfrún Örnólfsdóttir photographed for an exhibition in Iceland to highlight Amnesty's global campaign, My Body My Rights, March 2014.

RESOURCES FOR BREAKING THE SILENCE

Want to find out more?

Amnesty International: *Facilitation manual: A guide to using participatory methodologies for human rights education* (Index: ACT 35/020/2011)
http://amnesty.org/en/library/info/ACT35/020/2011

Advocates for Youth and Girl's Best Friend Foundation in USA: *Creating a safe space for GLBTQ* [Gay, Lesbian, Bisexual, Transgender and Questioning] *youth: A toolkit.*
http://www.advocatesforyouth.org/component/content/article/608-creating-safe-space-for-glbtq-youth-a-toolkit

Latin-American Center on Sexuality and Human Rights: *Diversity in School*
http://www.clam.org.br/uploads/arquivo/Diversity_in_School.pdf

Team-building activity at a workshop on sexual and reproductive rights in London, UK, January 2014.

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ACTIVITY 1.1

EXPLORING DIVERSITY AND WORKING TOGETHER

AIMS

- To get to know the individual participants.
- To introduce the concept of diversity and recognize the diversity present in the group.
- To explore the benefits and challenges of working with a diverse group of people.

TIMING

1 hour

WHAT YOU NEED

- Diversity bingo cards (one per participant, photocopied from page 26)
- Pens, markers, art supplies
- Flipchart paper

THIS ACTIVITY HAS THREE STEPS

Step 1: Diversity Bingo (25 min)
Step 2: Graffiti wall (25 min)
Step 3: Closing circle (10 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ You can modify the Diversity bingo card if needed to make it more relevant to the group you are working with.

✓ Make sure to include squares on the bingo card that will target differences in religion, family structure, beliefs, experiences, education, and gender along with a few fun differences, like hobbies, sports, etc.

✓ Set a specific time, for example 15 minutes, for individuals to move around and speak to as many people as possible to try and complete their bingo card. It does not matter if they do not manage to complete their bingo card.

✓ When participants are trying to complete their bingo card it may be a little chaotic, but let the participants find their own way.

✓ The graffiti wall can be done in a separate activity if you do not have enough time.

Right: Participants in a global workshop exploring sexual and reproductive rights in London, UK, October 2014.

Step 1: Diversity bingo (25 min)

Individual exploration (15 min)

- Pass out bingo cards (photocopied from page 26), one to each participant.
- Explain to the group that this is a fun way of getting to know each other.
- To complete their bingo card, they need to move around the room, speak to other participants and get them to sign their name against a square on the bingo card that applies to them.
- Explain that each square must be signed by a different individual.
- The first person to get signatures on all the boxes on their bingo card should shout "BINGO"!

Plenary (10 min)

- Bring the group back together and ask volunteers to share answers to the following questions:
  1. How did you decide which square to sign on someone else's paper?
  2. Did anyone feel that they could have signed all or most of the squares?
  3. Which squares did you find hardest to fill?
- Ask the participants to reflect on:
  1. What did they learn about themselves doing this activity?
  2. What did they learn about other participants doing this activity?

Alternative closing step: Welcome to the group

If you want to end the activity after Diversity bingo, you can close with this step (10 min)

- This exercise provides an opportunity to close the activity by recognizing and welcoming the diversity that is present in the room, helps people feel included, and demonstrates respect for the differences that exist in the group.
- The facilitator starts by saying "I would like to welcome into the room…" and then completes this sentence with (for example) people who are from (name the different geographies in the room)"
- Each participant then takes it in turn to also complete the sentence. Other example answers could include:
  - "People who speak English, Spanish, Chinese"
  - "People who are (name the different races or ethnicities in the room)"
  - "People who believe in human rights".

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Step 2: Graffiti wall (25 min)

Before starting this step

- Arrange two pieces of flipchart paper ('graffiti walls') in a way that multiple participants can write on each piece of paper that could be on a wall or on the floor so that participants can gather around to write on it.

- Label one flipchart "Benefits" and one "Challenges". Distribute markers, pens and art supplies evenly between the two flipcharts.

Individual (10 min)

- Ask participants to think about:

  1. What are the benefits or strengths of being part of a diverse group? (positive)

  2. What challenges might they find working with people who are different from them? (negative)

- Ask them to think about the messages they hear from others about people who are different from them (both positive and negative).

- Ask participants to write their ideas on the appropriate "Benefits" and "Challenges" papers. Tell them to feel free to use words in any language or images to represent their thoughts.

As a facilitator you should also participate because it can be difficult for someone to write the first words on a blank piece of paper.

Group reflection (15 min)

- Give the group time when they have finished writing and drawing to look over the two graffiti walls.

- When most people have finished adding their ideas to the two walls, gather the group in front of the "Challenges" wall first and ask them to look at what is written there. Ask the members of the group to take turns reading aloud what is written on the wall.

Repeat the same for the "Benefits" wall.

- Ask the group to reflect on the experience. (If the group is large you can ask the participants to share their thoughts with the person next to them.)

Possible reflection questions include:

1. How did it feel to look at/hear the challenges? The benefits?

2. Did they react especially strongly to anything that was written on either wall?

Step 3: Closing circle (10 min)

- To close, ask each participant in the circle to say one thing that they would offer to the group to help overcome the challenges that diversity can present, and one thing that they need from the group to feel they can actively participate.

- You can start by giving an example. You might say: "I can give my capacity to listen, but I need the group to participate." Or, "I can give my creativity but I need the group to respect my ideas."

Right: **Workshop participants in Mexico City display their graffiti wall, March 2014.**

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BINGO CARD

SOMEONE WHO COMES FROM A LARGE FAMILY. HOW MANY PEOPLE?	SOMEONE WHO KNOWS ALL THE LYRICS TO A SONG. WHAT SONG?	SOMEONE WHO SPEAKS MORE THAN ONE LANGUAGE. WHAT LANGUAGES?	SOMEONE IN A RELATIONSHIP.
SOMEONE WHO HAS A STRONG PASSION FOR A CAUSE.	SOMEONE FROM A DIFFERENT RELIGION OR FAITH TO MINE. WHAT FAITH?	SOMEONE WHO HAS MOVED FROM ONE COMMUNITY TO ANOTHER IN THEIR LIFE.	SOMEONE OF A DIFFERENT GENDER TO MINE.
SOMEONE WHO CAN NAME THE CURRENT LEADER OF THE COUNTRY. NAME?	SOMEONE WHO HAS A FRIEND OR KNOWS PEOPLE WHO ARE LESBIAN, GAY, BISEXUAL, TRANSGENDER OR INTERSEX.	SOMEONE WHO LIVES WITH THEIR EXTENDED FAMILY. (GRANDPARENTS, AUNTS, UNCLES…)	SOMEONE WHO LIKES CREATING ART. WHAT KIND? (STORIES, POETRY, MUSIC, DRAWING…)
SOMEONE WHO HAS EVER TALKED TO, OR FEELS COMFORTABLE TALKING TO, THEIR PARENTS ABOUT SEX OR SEXUALITY.	SOMEONE WHO HAS RELATIVES LIVING IN ANOTHER COUNTRY. WHAT COUNTRY?	SOMEONE WHO HAS OVERCOME SOMETHING THEY WERE ONCE AFRAID OF.	SOMEONE WHO HAS THE SAME FAVOURITE SPORT AS MINE.

ACTIVITY 1.2

BUILDING COMMON AGREEMENT: GROUND RULES

AIMS

- To set ground rules for how participants interact with each other in the group.
- To establish a respectful and trusting dynamic.
- To establish a common understanding of confidentiality and privacy.

TIMING

1 hour

WHAT YOU NEED

- Flipchart paper
- Blank pieces of paper
- Pens, markers and art supplies

THIS ACTIVITY HAS THREE STEPS

Step 1: What does respect mean to you? (15 min)
Step 2: Building common agreement (30 min)
Step 3: Closing circle (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ Sexual and reproductive rights are not always an easy topic to talk about and people can have diverse opinions, so it is important to build a respectful space for all.

✓ To talk about sexual and reproductive rights, young people must feel safe to share their own thoughts, ideas, questions and experiences without feeling judged. It is important to have common agreement on what participants need to be able to fully participate.

✓ For participants to feel safe it is important to agree on what everyone needs from each other to feel ready to join in and share their ideas. For example: respect for different opinions, understanding that there are no stupid questions, confidentiality (what is said in the group stays in the group). If these are not suggested by the group, include them in the ground rules your group agrees on.

✓ You can emphasize that building a safe and trusting space is a responsibility of everyone, and that participants should feel free to let the group know if they are not feeling safe or if the ground rules are not being respected.

✓ Once completed, display ground rules in the room where everyone can see them. You can then refer to them during the activity to remind people what was agreed on to guarantee a respectful and safe space.

✓ These ground rules or common agreement will be used for all the activities of the Module so please keep them with you and/or visible to the group.

✓ It is important that at the beginning of each activity to remind participants of the ground rules and that new participants agree to them.

Step 1: What does respect mean to you? (15 min)

Individual reflection (5 min)

- Ask participants to take a few moments to quietly reflect on what respect, trust and feeling safe to participate mean to them. Explain that you are going to discuss what they need to feel respected and to treat each other respectfully in this group.
- Give each individual a piece of paper.
- Ask them to write what they need in order to feel comfortable and safe in the space, from themselves, from their peers and from the facilitator. It might be useful to ask them to think of the previous activity (Graffiti wall) and reflect on:
  1. How did you feel doing the activity?
  2. What do you need to feel comfortable?
  3. How can you help to create a space where everyone feels free to participate?
- Tell participants to feel free to write down as many things as they think are necessary for them to feel safe and comfortable to participate in the space, and encourage them to be as specific as possible. For example if they write "respect", what is it that they need from their peers to feel respected?

Buzz groups (10 min)

- Form small groups of three participants.
- Ask individuals to share what they wrote with the buzz group.

Step 2: Building common agreement (30 min)

- Bring the buzz groups back together.
- Ask participants to share what they need from the group.
- Write the needs on a flipchart.
- Discuss with the large group if they are in agreement.
- Make sure that concerns about confidentiality and privacy have been mentioned.
- Once the group has a set of rules they can agree on, ask for a volunteer to read them aloud again. Ask participants to take a moment to reflect on whether they are willing to try to uphold the agreement throughout the rest of the activities they will be doing throughout the Module.
- Explain that each participant is responsible for building a communal space where everyone can feel respected, safe and participate with their own ideas and experiences. It is everyone's responsibility to respect their common agreement (ground rules).
- Ask participants what they can do to make a safe space for everyone.
- Ask participants if they are in agreement by raising their hand, standing up or some similar gesture. It is important that participants demonstrate visibly that they are in agreement.
- If a participant does not agree, it is important to explore why and discuss with the group. In the end it is important all agree to try to uphold all the needs in the agreement.

Step 3: Closing circle (15 min)

- Ask participants to stand in a circle.
- Remind participants that we all need to respect the common agreement and that only together can we build a space that is respectful and where everyone can participate with their ideas. It may not always be easy, and some of the rules may be harder for individuals to follow than others, but the support of everyone is needed to make it work.
- Every participant, one after each other, needs to say "I agree to respect the common agreement but I will need support to…" – For example, you might say "to not interrupt other people", "to not feel embarrassed to ask a stupid question" etc.
- After completing the sentence, participants then extends their hand to the person standing next to them.
- Repeat until everyone has spoken and all participants have extended their hands to form a circle.

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Additional steps: Building a safe space

If you have time you can add one of these steps after step 2.

Drawing: What does our safe space look like? (20-30 min)

- Ask participants together to draw an image or images that show the kind of space they are trying to build that will be respectful, safe and participatory for all. Ask them: What does that space look like to them? What role do they have in creating and maintaining that space?
- Ask participants to gather around the drawing and explain what they see and what it means to them.
- Put the drawing beside the common agreement (these can be used for further activities).
- Ask them if they are missing anything in the common agreement that they would need to build this space. Ask whose responsibility it is to build and maintain this space.

Statue: What does our safe space look like? (15 min)

- Similar to the drawing, but ask participants to form a statue or physical shape/representation of the type of space they are trying to build (respectful, safe and participatory for all).
- After creating this, encourage them to reflect on what their statue means, and what the roles of every participant are.

Children participating in workshops organized by Amnesty International Argentina's Tucumán group, February 2006.

ACTIVITY 1.3

SHARING OUR LIVES: PERSONAL FLOWERS

AIMS

- To get participants to introduce themselves and begin sharing their personal stories with the group.

TIMING

30 minutes

WHAT YOU NEED

- A flower drawn on a piece of paper (see example on page 32) or hand out a photocopy to each participant
- Sticky tape or other adhesive materials
- A wall
- Pens, markers, art supplies

THIS ACTIVITY HAS THREE STEPS

Step 1: Personal flower (5 min)
Step 2: Petal sharing (15 min)
Step 3: Closing circle (10 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ To divide into pairs you can also use a creative technique. For example, you could put on music and ask the participants to dance for a short while. When the music stops, tell them they need to find a partner to share with.

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Left: **Young activist in Mali joins the launch of My Body My Rights campaign, March 2014.**
Right: **An example of personal flowers from a human rights education workshop in London, UK, January 2014.**

Step 1: Personal flower (5 min)

- Give each participant a copy of the personal flower on page 32 (or ask them to draw a flower on sheet of paper). On each petal they should write the following phrases (you can adapt the phrases if you wish):
  - My best quality is...
  - What I like to do in my free time is…
  - My dream/goal is…
  - What I do not like is…
  - My worst fear is…
  - What I do best is…
  - I first heard about sex from… or Sexuality for me is…
- Explain that participants should complete the phrases written on each of the petals.

Step 2: Petal sharing (15 min)

- Once the flower is completed, ask participants to get into pairs and share what they have written on one petal with their partner. Give them a few minutes. Then ask them to find another partner and share a different petal.
- Participants can select what petal they choose to share but they should share a different petal with each new partner.
- If you prefer you can be more structured by inviting the participants to share specific petals rather than leaving it to their choice, such as:
  - First person: What I do best is…
  - Second person: What I like to do in my free time is…
  - Third person: My worst fear is…
  - Fourth person: I first heard about sex from…
- It is important to allow time for each pair to share before asking them to find another partner.

Step 3: Closing circle (10 min)

- After sharing in pairs, bring the group back together.
- Ask them to reflect on if it was easy or not to share about themselves. What did they find easy to share, what did they find more difficult to share?
- Explain that during the activities it will be important to share our own personal experiences and ideas. At times it may not be easy and for that reason we need to listen to each other with respect.
- To close, have participants stand in a circle.
- Ask participants to share with the rest of the group their name and any one of the phrases from the petals of their flower.
- Once everyone has shared their name and phrase, ask those that want to share to put their flowers up on the wall.

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PERSONAL FLOWERS ACTIVITY

Photocopy (or draw) and hand out to participants.

ACTIVITY 1.4

SHARING OUR SECRETS

AIMS

- To encourage participants to reflect on the importance of trusting others and respecting the trust that others put in them.
- To help participants build trust with each other.

TIMING

30 minutes

WHAT YOU NEED

- A half sheet of paper for each participant
- Pens

THIS ACTIVITY HAS THREE STEPS

Step 1: Writing my secret (5 min)
Step 2: Sharing and keeping a secret (10 min)
Step 3: Reflecting together (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ This activity is important for building trust and reflecting on the confidentiality that is needed to keep someone's secret or personal experience. It is important to recognize that it is not easy to trust people and it can be scary but if we begin trusting people we are contributing to creating a trusting environment.

✓ Explain to the group that as part of working with this Module, many of the activities will require participants to reflect and draw from their own experiences. It is therefore essential that we learn to value and take care of the experiences (secrets) of others and to know that our experiences (secrets) will be valued and taken care of by others in the group.

✓ Emphasize that participants should trust each other not to read another person's secret.

✓ Remind the participants of the common agreement.

© Amnesty International (photo: Grace Gonzalez)

A 13-year-old survivor of rape draws her hopes for the future, Nicaragua, March 2010. Her hopes are represented by a tree which marks her past, present and future.

Step 1: Writing my secret (5 min)

Individual

- Ask participants to sit in a circle.
- Give each participant half a sheet of paper.
- Ask them to write a secret on the paper, and then to fold the paper tightly so no one can see it.

© Amnesty International Morocco

Amnesty International Morocco organized a training workshop on sexual and reproductive rights in partnership with UNFPA, for peer educators, May 2014.

Step 2: Sharing and keeping a secret (10 min)

Buzz groups

- Ask the participants to hand their folded note to the person sitting on their right. Explain that no one can open the notes they have been given at this stage. Everybody delivers one and receives one. (Participants may feel a bit nervous though.)
- Ask participants to find another person in the group. In pairs, ask them to share:

  1. How do you feel about someone else holding your secret?
  2. How do you feel holding someone else's secret?

- After sharing, ask participants to return to the circle with the secret of the other person in their hand still unopened.

  Make sure that no one opens the paper. If you see someone open the paper, stop them immediately and take the opportunity to reflect and learn. Ask them why they are opening the paper when asked not to, and ask the person whose secret it is how they feel at this moment. This is an opportunity to reflect on how difficult it is to keep a secret, and how it feels to trust someone.

- Ask a few participants to share with the larger group what they shared in their personal own reflection (not what their partner told them).

Step 3: Reflecting together (15 min)

Plenary

- Ask participants to hand the notes back to their owners (still without opening them).
- When everybody has their own note again, tell them that they can destroy the paper or keep it if they want. At this moment usually people are very relieved.
- Ask participants to share with the group:
  1. How do you feel now?
  2. How did you feel during the exercise?
- Reflect with the group on what this has to do with trust and what we need to be able to trust someone. Reflect on the importance of respecting someone else's trust.
- Explain that in the activities that we will be developing to talk and learn about sexual and reproductive rights, we will need to trust each other and respect the trust that is given to us.

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Participants in a global workshop exploring sexual and reproductive rights in London, UK, October 2014.

© Amnesty International/Rachel Banfield

New Zealand supporters take part in Auckland's Pride Parade, New Zealand, February 2014.

TWO
UNDERSTANDING CULTURE, GENDER AND SEXUALITY

ROLES

"I noticed that you are constantly being reviewed on the basis of how 'girly' or 'manly' you are. Based on that, they, these 'qualified' people, decide your gender. They decide what you are allowed to do with your body, how you can live your life and how the society will recognize your gender in the future."
(Judas, 20-year-old transgender man, Finland)

We all feel pressure, every day. Pressure about how we look, what we wear, how we express ourselves, what our bodies look like: all of these pressures help form but can also restrict how we understand ourselves, our bodies, our gender and our sexuality. We carry around a collection of beliefs, values, prejudices, social pressures, religion, family expectations and community standards. All of these elements make up the cultural norms that we live with, or the expectations that our societies have of who we are and who we will be.

How you experience your gender and sexuality are a large part of what makes up your individual identity. Take a moment to think about where your own gender identity comes from. Our biological sex is only a part of what builds and contributes to our gender identity. How we understand what it means to be "a man" or to be "a woman" is coloured by our society and culture. How men and women are expected to behave, or the role each gender plays, is learned from families, from media images and stories we grow up with, and can be different between different cultures. Gender roles are also affected by age, class, race, ethnicity and religion, as well as by geographical, economic, social and political environments. Moreover, gender roles change over time as cultures develop new stories and expectations.

Gender roles are built on stereotypes: the assumptions we make about people based on a characteristic, like their biological sex. Gender stereotypes play a huge role in how we learn to express ourselves and what options are available to us socially. Cultures vary, but some common gender stereotypes include:

- Men are more interested in sex than women and more likely to cheat on their partners.
- All women want to get married and have children.
- A woman's romantic and sexual interest in someone is dependent on the gifts they receive.
- Men who are not interested in sports are gay.

Right: **Artwork to challenge girls' stereotypes. Image courtesy of Carol Rossetti and used with permission.**

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GENDER

In reality, there are almost an infinite number of ways that people can express their gender. Cultures have established expectations of masculinity and femininity, or the social expressions of maleness and femaleness, in order to draw a social distinction between the sexes. These expectations to be masculine or to be feminine may or may not match what feels best to us. Regardless of whether your gender identity and how you feel most naturally yourself fits what your culture expects of you, you have the right to express yourself in the way you feel best.

SEXUALITY

Gender gets even more complicated when sexuality is added. In nearly every culture, people who are masculine are expected to be sexually attracted to people who are feminine, and vice versa. In reality, sexuality is more than just who we are attracted to: it encompasses sex, gender identity and expression, and our sexual desires, preferences and behaviours.

Our sexuality also includes pleasure, romance and intimacy, and has broad-reaching implications for our emotional, physical and mental wellbeing, to our satisfaction and fulfilment with our bodies, lives and choices. The choices we make and are supported to make have far-reaching effects on our ability to earn a living, maintain our health and mental wellbeing, and sometimes can be a matter of life or death. Across the world, people have to fight to access their rights when it comes to their sexuality, reproduction, and gender. Sexuality, including gender identity and expression, is a vital part of what drives us and shapes who we are and how we interact with other people in society.

One of the reasons we may feel isolated or confused about our sexuality is that it is frequently taboo to talk openly about sexuality, sexual desire, and sexual identity in our societies, especially when our sexuality does not fit into a cultural idea of what is "normal." Despite the many ways in which sexuality and gender are visible in culture, through stories, media, common assumptions and expectations, it can take courage to speak up about our own sexuality and sexual feelings.

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Participants in the educational workshop in Togo, for the launch of Amnesty International's My Body My Rights campaign, June 2014.

CULTURE AND SOCIAL NORMS

Culture and cultural norms are fundamental to the way societies build and restrict people's sexual and gender identities. Cultures are made of shared values and beliefs, and cultural norms are a set of beliefs about what is "normal" or right for that society. Many people make assumptions about cultural norms and traditions being "the way things have always been" without questioning how their culture or society developed that particular norm. However, cultures evolve and change, growing over time to fit the changing community, taking in new influences and adding them to the stories people use to understand themselves and others around them.

Many different things contribute to culture, including language, family, art, music, media, history and religion.

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Religion can have an especially strong influence on culture, and on individuals' beliefs and values. Religious institutions may exercise political influence over the adoption of laws and policies that regulate sexuality and reproduction. Religion has its own systems of reading and understanding the world, which can complement or contradict a particular national or community culture, and support or oppose human rights principles and standards. In particular, religion has a strong influence on people's values: values like love, compassion, understanding and charity are common themes in nearly all religions and cultures.

Cultural norms around when and how to have sex, what roles men and women are supposed to play in society, and how families are formed are heavily influenced by religion and history, among other things. Images in media, art and music frequently draw on gender stereotypes, and feed into expectations about how a person should behave, including sexually. Think about the stories you grew up with: how did men and women typically behave? Were there ways of being male or being female that were considered "right" or "good" and ways that were not? Those stories help set a standard for how we are supposed to behave.

"The primary duty of women is to give birth to healthy children, and to bring them up as normal people, then there will be no violence in the family, and our life will be good."
(Deputy Governor of local Khukumat, Tajikistan)

The Universal Declaration of Human Rights (UDHR) recognizes the right of all people to found a family of their choosing. Yet people often face immense social pressure when it comes to their reproductive and family choices, regardless of their gender or sex. Social norms can frequently dictate the age that people are expected to marry, how many children they

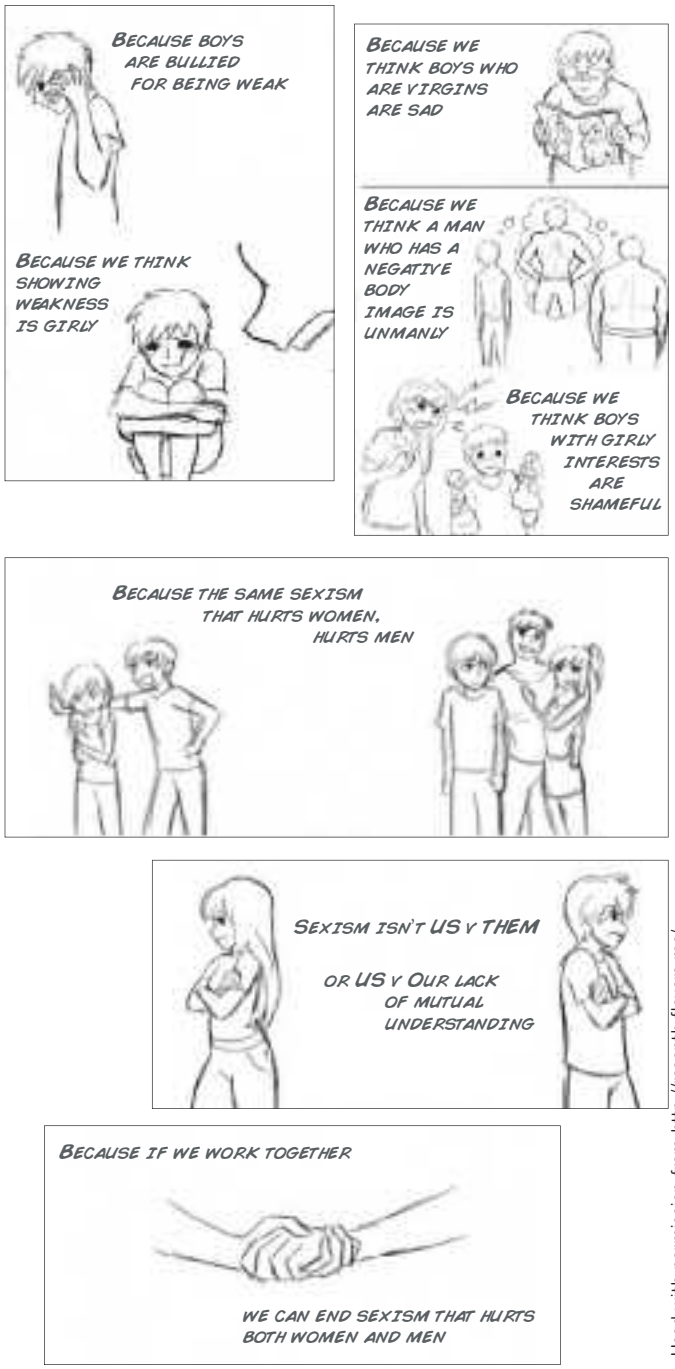
Students and teachers created an exhibition, songs and dances around the theme of sexual and reproductive rights, Belgium 2013.

are expected to have and when, and place distinct pressure on those young people who go against those expectations.

Culture and social norms also prescribe standards of beauty – within communities, and between social groups – and can put pressure on young people, regardless of their gender, to modify or change their bodies. How you dress, the way that you wear your hair or if and how you might wear make-up, what clothes and colours are considered masculine or feminine, all contribute to the way in which cultures separate and define the genders.

Practices that mark someone as belonging to a particular group or tribe, like tattooing, scarification and male circumcision, are frequently also associated with the passage from childhood to adulthood. These practices, often done without concern for the young person's free choice, are part of how cultural norms are expressed on the bodies of young people. Some people endure painful rituals and body modifications to meet the standards of their society, while nearly all people experience some form of pressure to dress, act or appear a certain way in order to fit in.

Social pressures also affect how we behave and interact with others in our communities, from how we talk about sex and sexuality, to whom we befriend and are seen with, to our choice of potential sexual and romantic partners. Many people who identify as lesbian, gay, bisexual, transgender or intersex (LGBTI) face immense social pressure to keep their sexual orientation or gender identity or expression hidden, or to try to change themselves to make themselves fit in better. Many cultures place expectations on young people to fit an assumed "normal" gender expression and sexuality, and young people who speak up, ask questions, or defend their own or other's expressions and identities, may be shunned or stigmatized or experience violence.



Cartoon strip to show that men and boys also face sexism, by artist Rasenth, 2014.

Used with permission from http://rasenth.flavors.me/

DISCRIMINATION AND INEQUALITY

Discrimination is the systematic denial of certain peoples' or groups' human rights because of who they are or what they believe. One particularly common form of discrimination is based on gender and the idea that one gender or way of expressing gender is better than another.

Because gender roles are largely defined by culture, they can vary from community to community, but there are broad global trends in how societies and cultures view and treat people differently on the basis of their gender or sex. In particular, many cultures discriminate against women and girls based on the inaccurate assumption that women are inferior to men, which results in women and girls having less access to education, health and economic opportunity than their male friends, family and peers.

"My father-in-law eats first. Then all the other male family members eat and then the women eat last."
(24-year-old woman from Nepal)

At an individual level, this attitude contributes to women, girls, and those who do not conform to gender norms living at increased risk of violence, discrimination and harassment. In families, preferences for men over women may mean that girls and women have less access to food, are expected to work harder within the household, or may not get to attend school. At a broader social level, the lack of value placed on women means that States may not prioritize investment in their development, education and health.

The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), a legally binding international treaty, calls for states to "modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women."

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Top: **About 300 young people from Amnesty International and Oxfam school groups gathered in Louvain-la-Neuve, Belgium, February 2013. The day was dedicated to male/female equality and women's rights.**
Bottom: **Madhesi women, names unknown, who participated in group discussions on gender discrimination in Kailali district, Nepal, May 2014.**

CHALLENGES FACING YOUNG PEOPLE

The time of life between the ages of 15 and 24 can be one of exploration, experimentation and learning, characterized by less aversion to risk and more questioning. All young people's rights are protected by the concept of evolving capacity, or the idea that as we grow older we are entitled to increasing autonomy and control over our own lives.

The principle of evolving capacity allows for all people to grow and mature at their own pace, placing the burden on parents, caretakers, educators and health providers to ensure that they are allowing the needed space for young people to make their own decisions about their rights. Adults, parents and caretakers are responsible for ensuring that the rights of children and young people are respected, protected and fulfilled, while taking into account their capacity to claim and use their own rights.

Discrimination, social expectations and stigma based on age can also have strong effects on our abilities to access and enjoy our human rights. According to the UN, young people make up the bulk of the world's population, with over 40% under the age of 25, 85% of whom live in developing countries.

This largest ever generation of young people has unique opportunities: as a group, they are better connected technologically and globally than any previous generation, driving social movements and increasingly demanding recognition of their value to development and social progress. Yet young people can also face disadvantages: they are disproportionately affected by HIV/AIDS, and frequently denied access to services, information and education on the basis of their age as well as other discriminatory grounds. Across the world, young people do not share the same decision-making authority, and ability to control their own bodies and choices as older generations in their society.

Many cultures create a hierarchy in which older people gain more privilege by virtue of their age. Young people are frequently seen as incompetent, unreliable or irresponsible as compared to their adult counterparts, and are denied a voice in making decisions about issues that affect them.

Young people walk a difficult line between finding space to discover for themselves who they are becoming and want to be, and being recognized for who they are now. Questioning the social and cultural norms that define gender and sexuality comes naturally to young people, and allows them to redefine those norms and stereotypes in ways that make sense for their generation. This natural questioning and redefinition process is part of how societies grow and change over time, allowing for continuous cultural evolution.

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Young people in Togo support Amnesty International's My Body My Rights campaign with a workshop on drawing, June 2014.

WHEN IDENTITY AND RIGHTS INTERSECT

Human rights are a set of fundamental entitlements or guarantees, starting with the right to life. No one has to earn or deserve human rights. They are every human being's birthright, meaning that no human being anywhere in the world should ever be denied their rights, at any time or for any reason. Human rights are indivisible and interdependent, meaning that they are equally important and the realization of one right depends on the realization of all other rights.

The UDHR was drawn up in 1948, in the aftermath of the Second World War, as a vision for human dignity and a world that recognizes everyone's rights. UDHR established economic, social and cultural rights side by side with civil and political rights, which includes each person's entitlement to life, liberty and freedom of expression, food, housing, work and social security. It underpins the work of many human rights organizations, including Amnesty International. For more information on different kinds of human rights see Amnesty International's *Respect My Rights, Respect My Dignity: Module one – Poverty and human rights.* (ACT 35/021/2011).

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The UDHR states that all people are entitled to all of their rights "without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status." It is now widely accepted by international human rights institutions that sexual orientation and gender identity are included in these distinctions under "other status". Our individual identities are built on the intersections of these different parts of us: not only on our gender and sexual identity, but also on how our gender and sexual identities interact with our race, nationality, religion, and other factors.

Individuals who belong to marginalized groups – groups with less power in society – often face discrimination on multiple grounds including gender, race, ethnicity, minority or Indigenous status, disability or other grounds. One person can be stereotyped, stigmatized, or marginalized by others in multiple ways.

"We're scared when they [the doctors] speak to us in Spanish and we can't reply… I start sweating from fear… What am I going to answer if I don't understand Spanish?"

(Rosa Quichca Vargas, a Quechua-speaking Indigenous woman in Peru, pregnant with her fifth child)

Left: **New Zealand supporters take part in Auckland's Pride Parade, New Zealand, February 2013.**
Right: **Women queuing outside a health centre in San Juan de Ccharhuacc in Huancavelica province in rural Peru, September 2008. Maternal mortality rates in Peru are among the worst in the region. They are disproportionately high among the country's poor and Indigenous rural communities.**

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"In our slum … it is easily known when somebody is gay. There are usually five people sharing each house… I am aware of four serious attacks against LGBTI people in the slum, and there are frequent instances of shopkeepers saying 'I won't give you change because you're gay,' or other people in the slum saying 'I won't share a cup with you because you're gay'."

(Activist from Kampala, Uganda)

A key area where identities intersect is between economic status, gender and sexuality, and human rights. Frequently, access to health care and treatment, including to education and information, is determined by ability to pay, although this is something which governments should ensure are widely available and affordable all. Some services may be available only to those who can afford to pay for private health care, or health providers may demand user fees or other payment for access to services. Poverty is frequently a key factor in the extent to which people are vulnerable to other forms of discrimination.

International human rights obligations require special attention to be given to individuals and groups living in situations of vulnerability and disadvantage in order to address the multiple forms of discrimination they are vulnerable to. These groups include, but are not limited to sexual, racial and ethnic minorities, Indigenous peoples, migrants, refugees and internally displaced people, sex workers, children and adolescents, and persons with physical or mental disabilities, and particularly women belonging to these groups.

STIGMA AND CONTROL

Someone whose identity does not conform to the dominant social norms in a society can be labelled as abnormal, immoral, disgraced, inferior, dangerous or even criminal. Some topics can become social taboos and areas where conversation is silenced. Social and cultural norms define not only what behaviour is expected of us but what we can and cannot discuss openly and honestly.

When women and girls who have been raped or sexually assaulted encounter suspicion, censure or blame, or when male survivors of rape or sexual assault are stigmatized, blamed or bullied, it contributes to social inequality based on gender.

According to UN estimates:

- 1/3 of women worldwide have experienced violence and/or sexual abuse.
- 150 million girls under the age of 18 are estimated to have experienced some form of sexual violence.
- Up to 50% of sexual assaults are committed against girls under the age of 16.
- Studies in sub-Saharan Africa found that partner's violence and the fear of abuse stopped girls from saying "no" to sex they didn't want and jeopardized condom use.

Source: Amnesty International, *Sexual and reproductive rights: Facts and figures*

The UN's UNiTE campaign has reported that social stigma against survivors of sexual assault and rape is especially pervasive, and causes many survivors to choose not to pursue justice for fear of loss of their reputation, retribution and further violence, or other consequences. Rape and sexual assault are notoriously under-reported crimes, as survivors fear breaking the taboo about their assault, negative reactions from their families or communities, or are not confident in the authorities' ability or willingness to bring perpetrators to justice.

"I am afraid he would kill my family, and also when I am in the village, I feel a lot of shame. I'm afraid that I won't be able to find someone to love me."
(14-year-old survivor of rape and incest, Cambodia)

This social taboo against survivors of rape and sexual violence speaking out affects people of all genders who fear loss of respect within their family or community, fear being blamed for the assault, or fear having their sexual identity or orientation questioned as a result of having been victimized. For example, men and boys who have experienced sexual violence also fear the social consequences of seeking treatment for or reporting the assault.

When people cannot speak up and be heard, the enjoyment of individual rights is undermined. This can lead to a culture of impunity and the absence of appropriate laws and policies to provide adequate protection and redress. In some cases it can even result in laws that directly violate people's human rights. Laws that allow husbands to beat or rape their wives with impunity, that prevent women from travelling, working, voting, accessing health care or owning property without the knowledge or consent of their husbands or fathers, all hinder women's and girls' ability to participate socially, economically and politically in development and reinforce social norms about women's and girls' inferiority.

"Even the parents, even the father of a woman who's being beaten – they can't come and say to their son-in-law, 'Look what are you doing to my daughter!' He doesn't have the right to do that, the husband can say 'She's my wife and I'll behave how I like'. Men in Armenia see wives as their property."

(D.M., survivor of domestic violence in Armenia)

We are all immersed in the stories and expectations of our cultures from a young age. Because of this, we internalize the social pressures, or take in the images and norms dominant in our culture and apply pressure, guilt and shame to ourselves in order to push ourselves to better conform.

Youth activists take action for Amnesty International's My Body My Rights campaign, Copenhagen, Denmark, July 2014. The banner reads: "Would you marry your rapist? Some people have to."

© Amnesty International

HARASSMENT, DISCRIMINATION AND VIOLENCE BASED ON SEXUALITY AND GENDER

Women and girls find themselves particularly discriminated against, harassed and their rights violated when it comes to their sexuality. Female sexuality is taboo in many cultures and societies, and breaking the silence about their sexual desires and feelings for many women and girls means being labelled a "slut" or a "bad girl", socially ostracized, and possibly at risk of violence. Conversely, boys and young men are commonly taught that their sexual desires are uncontrollable, that they must be sexually experienced and aggressive in order to be truly "manly." These stereotypes prevent young people holding open or free discussions on their own concerns about their bodies.

In many parts of the world, control over women's sexuality is used to maintain the social order and reinforce unequal power structures. Laws, policies and practices that violate women's and girls' human right to control their own bodies and sexuality prevent them from being able to take part equally in society with men, keeping them from accessing education, health care, employment, and from participating in politics. Violations by non-state actors (private individuals or groups) and others include: female genital mutilation, which restricts women's enjoyment of sex; "honour" killings, where male relatives murder women who are believed to have transgressed the boundaries of acceptable sexual behaviour; the rape of and other violence carried out against lesbian women because of their sexual orientation; and the forced marriage of women and girls.

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FORCED INTO MARRIAGE

Amnesty International's research in Burkina Faso and Sierra Leone has shown how the government's failure to enforce the legal minimum age of marriage frequently results in girls as young as 10 being married. In these marriages, girls are often powerless to make decisions about their sexual and reproductive health, lack access to education and information, and suffer complications related to early pregnancies.

Many girls are forced into marriage at an early age and have no choice over having sex or using contraception, so become pregnant immediately or soon after marriage when they are still children themselves. Globally, more than 14 million adolescent girls give birth every year, mainly as a result of coerced sex and unwanted pregnancy. Complications from pregnancy continue to be the leading cause of death among adolescent girls aged 15 to 19 in developing countries.

Gender-based violence and other violations of women's and girls' human rights are widespread and contribute to a culture where young women are not free to experience their sexuality according to their own choices, and where young men are expected to prove themselves through aggression, violence and sexual prowess without concern for their or their partners' health. The very real threat of violence and the discrimination that young people face when it comes to making decisions about their sexuality and gender expression can affect their ability to access their other human rights. Young people who cannot negotiate condom use with partners or who are denied access to contraceptive services because of their age or gender risk unplanned pregnancies. An unplanned pregnancy can lead to unsafe abortion or early childbirth, both of which have health risks. Young mothers and pregnant young people may also leave school early or be forced out of their schools, violating their right to education and restricting their access to the job market and economic empowerment.

VIOLENCE BASED ON SEXUAL ORIENTATION AND GENDER IDENTITY

While most instances of gender-based violence are committed against women and girls, they are not the only ones who can be targeted because of their gender. Men and boys may be targeted for not fitting into a dominant form of masculinity, and people of all genders may be targeted if those around them do not respect their gender expression.

"Gender-based violence is also related to the social construct of what it means to be either male or female. When a person deviates from what is considered 'normal' behaviour they are targeted for violence. This is particularly acute when combined with discrimination on the basis of sexual orientation or gender identity."

(UN Special Rapporteur on violence against women, Statement to the 58th session of the Commission on Human Rights, 2002)

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Above: **Amnesty International Iceland launched a photo exhibition to promote the My Body My Rights campaign, June 2014.**
Left: **Amnesty International Denmark was the official partner of Copenhagen Pride, August 2012.**

Young people who identify as, or are perceived to be, lesbian, gay, bisexual, transgender or intersex are more at risk for harassment and violence due to their sexual orientation or gender identity. The US-based Gay, Lesbian and Straight Education Network reports in its Safe Space Kit that:

- 84% of LGBTI-identified students in the US had been called names or threatened because of their sexual orientation or gender identity.
- 39% of lesbian, gay and bisexual students and 55% of transgender students reported having been physically attacked, shoved or pushed as a result of their sexual orientation or gender identity.

Violence like this can be because of an assumption about someone's sexual orientation based on their gender expression. Girls who are too "masculine", or boys who are too "feminine", are frequently assumed to be lesbian or gay, and harassed or discriminated against because of their perceived sexual orientation. The Institute of Development Studies reported in 2007 that in Bangladesh, boys who behave in more stereotypically "feminine" ways are more likely to leave school early due to harassment, damaging their educational and economic opportunities.

Violence motivated by the real or perceived sexual orientation or gender identity of the victim is widespread, although the exact extent cannot be known. LGBTI people can face violence anywhere: on the street, in bars and clubs or other public places, even at home – sometimes from family members. An Italian NGO working with parents of LGBTI youth in Palermo told Amnesty International about cases where teenagers have been sexually abused by their relatives as well as cases where they have been confined to or banished from their homes or referred to as "sorcerers" supposedly to help them "fix" their sexual orientation or gender identity.

© Amnesty International

A young man in Yaoundé, Cameroon, who has been frequently beaten in his neighbourhood and evicted from his home because of his sexual orientation and gender identity, 2013.

Pervasive discrimination and violence against individuals on the basis of their sexual orientation, gender identity or expression takes place at all levels of society, and can be condoned or even perpetrated by local or national laws and policies. According to findings of the ILGA in 2014, same-sex sexual conduct is a criminal act in 78 countries worldwide, in breach of these States' international obligations to protect all individuals without discrimination. Legally, the death penalty is possible for consensual same-sex sexual conduct between adults in Afghanistan, Brunei Darussalam, Iran, Mauritania, some northern states of Nigeria, Pakistan, Saudi Arabia, the southern region of Somalia, Sudan and Yemen.

Even in countries where anti-homosexuality laws are not routinely implemented, the fact alone that the laws exist provides opportunities for abuse, including blackmail and extortion, by police and others. Furthermore, the existence of these laws sends a message to the broader population that discrimination on the basis of sexual orientation and gender identity is acceptable, and that human rights do not apply to LGBTI people. This creates an environment in which harassment, intimidation and violence against LGBTI people can flourish, and people can perpetrate such acts with impunity.

In many places where same-sex relationships are better accepted, people also face discrimination and violence due to their gender identity or expression. Hate crimes, assault and attacks on people who identify as transgender are common. Hate-motivated violence has a particular negative, long-term impact on victims. It also creates a broader climate of fear among LGBTI individuals, groups and communities and, especially when states fail to bring the perpetrators to justice, a pervasive mistrust of authorities.

CHOICE, AUTONOMY AND SELF-DETERMINATION

All people are born with a range of inalienable human rights as protected under the UDHR and other human rights documents. These include the rights to bodily integrity, choice, autonomy and self-determination. We all have the right to make decisions and have control over our own health, bodies, sexualities, and reproduction, without fear of punishment, retribution, discrimination or violence. Unfortunately, our freedom to make these decisions can be contested or controlled by a variety of different actors: families, governments, medical professionals, or religious authorities, and others, all over the world.

The concepts of choice, autonomy and self-determination are inter-related and fundamental to how people can and do express their gender and their sexuality, as well as how they access their human rights.

Choice means that we have the right to make informed decisions about what to do with our bodies and our lives. When our choices are limited due to lack of information, poverty, hunger or violence, our right to make decisions has also been constrained or violated.

Autonomy is the state of being able to make decisions and choices free from outside pressure or violence, whether mental or physical. The concept of bodily autonomy refers to a person's level of control over what happens to their body.

Self-determination refers to our ability to make decisions about our identities and future, to define for ourselves who we are and who we want to be, free from the control of people or forces outside ourselves.

These concepts are particularly relevant for young people, who frequently find themselves balancing their rights to choice, autonomy and self-determination against family, social or cultural expectations about who they should be. How you exercise these rights to choice, autonomy and self-determination apply to everything from how you express your

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My Body My Rights march in Santiago, Chile, 2014. A young woman in the march inspired by Body Art produced by Hikaru Cho (Choo-San) to publicize the campaign, has a lock drawn on her midriff and holds a key to show "You have the right to choose if, or when, you have children".

gender, to how you identify your gender and sexuality, to when, if and how you decide to explore your sexual desires, alone or with a partner, and what decisions you make about contraception, family planning and reproduction. In particular, young people who do not identify themselves as male or female face challenges in realizing these rights, and sometimes experience discrimination and violence for how they express themselves.

"I went to the headmaster's office in order to enrol and he asked me if I was there to enrol my brother. I answered no and I told him my name was Anna. His colleague interrupted us and told him my name was Panagiotis [Anna's legal male name]. The headmaster told me that he had been informed about my situation and that he wouldn't accept any gay or trans in his school. He said I had to cut my hair, stop wearing make-up, wear men's clothes and generally act as a male."

(Anna, a young transgender woman, Greece)

"Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence."

World Health Organization

MAKING INFORMED CHOICES

Public health institutions and human rights bodies define health according to mental, emotional and physical wellbeing: meaning that health must be more than the absence of disease or infirmity. Health depends also on the positive engagement and fulfilment of people in their lives and bodies, and includes defining sexual health in a way that also includes young people's ability to have a safe, healthy and happy sexual life. This means that young people's right to control their bodies and sexuality also involves having the space to find a path to sexual fulfilment, free from coercion, discrimination and violence. Many sexuality education programmes, or sexual health information provided to young people, focus on prevention of pregnancy, risk, disease and violence, which are critically important. However, many times sexuality education programmes exclude information and discussions about sexual pleasure and sexual and reproductive rights, in part because of social taboos against young people's sexuality.

When cultural norms are used to justify keeping information and education about sexuality from young people, or to set the tone of the sexuality education they receive, their rights are being violated. Inaccurate information can reinforce social bias against young people's sexuality and contributes to the silencing of young people's questions and curiosity about sexuality and gender.

The right to comprehensive, accurate, non-discriminatory information and education about sexuality, as well as being a right in itself, is vital for young people to exercise their other rights in an informed and empowered manner. All people, and young people in particular, need access to their sexual and reproductive rights in order to make informed and autonomous choices about when, how and with whom to have a sexual or romantic relationship, how to express their gender and sexual identity, how and when to pursue health information and services, and when, how and with whom to form a family.

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Want to find out more?

Amnesty International, *Six-point checklist on justice for violence against women* (Index: ACT 77/002/2010)
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Amnesty International, *Making rights a reality: Gender awareness workshops*. (Index: ACT 77/035/2004)
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Julie A. Mertus and Nancy Flowers. *Local action, global change: A handbook on women's rights*, April 2008.

WHO fact sheets, *Understanding and addressing violence against women*
http://www.who.int/reproductivehealth/topics/violence/vaw_series/en/

World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women: *Voices against violence: Handbook for group leaders*.
http://www.wagggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf

Resources for working on gender issues with boys and men

UNFPA, Promunda and MenEngage toolkit, *Engaging men and boys in gender equality and health*
https://www.unfpa.org/public/home/publications/pid/6815

ACQUIRE Project, *Engaging men and boys for gender transformation manual*
http://www.acquireproject.org/archive/files/7.0_engage_men_as_partners/7.2_resources/7.2.3_tools/Group_Education_Manual_final.pdf

MenEngage, *A global alliance of NGOs and UN agencies that seeks to engage boys and men to achieve gender equality*.
http://www.menengage.org/

Sonke Gender Justice Network, **http://www.genderjustice.org.za/**

Resources for sexuality education

While this module does not provide a sexuality education curriculum, there are many resources available for young people and facilitators interested in learning more about their bodies, health and rights through a sexuality education perspective. Some recommended resources and organizations include:

International Planned Parenthood Federation, *Healthy, happy and hot*
http://www.ippf.org/resource/Healthy-Happy-and-Hot-young-peoples-guide-rights

Population Council: *It's all one curriculum: Guidelines and activities for a unified approach to sexuality, gender, HIV and human rights education*
http://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-

UN *International technical guidance on sexuality education*
http://portal.unesco.org/en/ev.php-URL_ID=47268&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNAIDS brochure, *Be in the know*
http://www.unaids.org/en/media/unaids/contentassets/documents/unaidspublication/2014/20140130_UNAIDS_YouthBrochure_en.pdf

SexEd Library, *A resource for educators and facilitators interested in teaching sexuality education*
http://www.sexedlibrary.org/index.cfm?&stopRedirect=1

Scarleteen, *Inclusive sexuality information and help for young people* **http://www.scarleteen.com/**

New Zealand supporters take part in Auckland's Pride Parade, New Zealand, February 2014.

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ACTIVITY 2.1

EXPLORING OUR IDENTITIES

AIMS

- To explore the various social and cultural influences shaping participants' personal identities as young people.
- To help build group trust.

TIMING

1 hour

WHAT YOU NEED

- Blank paper/posterboard/flipchart paper
- Magazines, newspapers, images that participants can cut out
- Pens, coloured pencils, art supplies
- Sticky tape or other adhesive
- Scissors

THIS ACTIVITY HAS FOUR STEPS

Step 1: Building collages – individual work (15 min)
Step 2: Sharing collages – group work (20 min)
Step 3: Reflections – plenary (20 min)
Step 4: Take action (5 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ To save time, or to give participants more time to work on their collages, explain the concept to participants before the session and ask them to come to the session with their collage prepared.

✓ Try to find a wide variety of media with lots of colourful images – you could ask participants to bring some materials with them to the session. Make sure to include magazines and newspapers that target men, women and young people.

✓ If you are unable to locate any relevant materials and images, you can adapt the activity accordingly. For example, you could ask participants to draw images that they feel represent them.

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Dax de Castro, Amnesty International Philippines co-ordinator, and supporters at a rally in Metro Manila to encourage the passage of the anti-discrimination legislation for sexual orientation and gender identity, August 2006.

Step 1: Building collages (15 min)

Individual work

- Place magazines and newspapers on the ground in the centre of the space.
- Ask participants to use the materials and art supplies to create a personal description of themselves in images, either through a collage or a drawing.

Step 2: Sharing collages (20 min)

Group work

- Ask participants to get into groups of four (or you can use an activity to divide them into groups).
- Give participants a few minutes to explain their collages to each other in their group.
- Ask the participants to reflect on and share their responses to the following questions in their groups:
  1. What was your experience of trying to find images that represented you?
  2. How did it make you feel?
  3. What influence do you think the media has on how young people view themselves?

Step 3: Reflections (20 min)

Plenary

- Bring the group back together and ask them to reflect and share their answers to the following questions:
  1. How do you think young people are portrayed?
  2. How do you think men are portrayed?
  3. How do you think women are portrayed?
  4. How are the above groups portrayed by media, their families and communities?
  5. How does this affect how we feel about ourselves and the decisions we make?

Step 4: Take action (5 min)

- Reflect on how we can take action on what we have learnt.
  - How would the participants themselves like to be portrayed by the media, by their families or communities?
  - What can they do to share how they would like to be portrayed, how they see themselves as young people, men and women?
  - What can we do to challenge the way young people, men and women are being portrayed in the media, families and communities?

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Activists discuss Body Art by Hikaru Cho (Choo-San) at a workshop to launch Amnesty International's My Body My Rights campaign, Switzerland, March 2014.

ACTIVITY 2.2

EXPLORING GENDER

AIMS

- To promote reflection on how gender roles, stereotypes and norms are socially constructed and learned.
- To analyze how gender roles, stereotypes and norms impact and limit our lives by reinforcing inequality, discrimination and violence.

TIMING

2 hours and 30 minutes

WHAT YOU NEED

- Flipchart paper
- Pens and markers

THIS ACTIVITY HAS FIVE STEPS

Step 1: Name game: Introducing gender stereotypes (10 min)
Step 2: Introduction: Act like a man, Act like a woman (10 min)
Step 3: Act like a man, Act like a women (90 min)
Step 4: Challenging gender stereotypes (20 min)
Step 5: Take action (20 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ This activity is a good way to understand the idea of gender stereotypes and norms. But remember that these gender norms may also be affected by class, culture, ethnic and other differences. Participants in this activity will reflect on how men and women are put in a box, are framed, labelled and limited by gender roles.

✓ It must be made clear that the boxes are not models of behaviour but what we learn from society. The objective of this activity is for participants to analyze, reflect on and question the stereotypes and roles imposed on them by society and how these affect them and their choices.

✓ By the end of this activity, participants should have identified how gender stereotypes and roles reinforce inequalities between men and women, and understand that these stereotypes and roles are not defined by biological differences but are socially constructed to maintain these inequalities. They should recognize how these gender stereotypes limit the choices that both woman and men can make on their own bodies and sexuality. A graphic on page 66 shows the range of information you may gather from the discussion.

✓ If you have time and a co-facilitator, you may want to divide the larger group in two, one female group and one male group, and have one facilitator for each group. You can come together after the activity to share reactions.

This activity is adapted from A Creighton and P Kivel *Helping teens stop violence: A practical guide for counselors, educators, and parents,* Hunter House, California, 1992.

Step 1: Name game: Introducing gender stereotypes (10 min)

Plenary

- Ask participants to stand in a circle and ask each one to think of two adjectives to describe themselves that begin with the first letter of their name. One should be an adjective that is typically used to describe a man (for example "strong" Sarah) and the other should be adjective typically used to describe a woman (for example "emotional" Emilie.)
- Go around the circle, inviting each participant first to step into the centre of the circle, and then say their chosen male adjective and then their name (for example "macho Maria".)
- Ask participants to repeat the exercise with their chosen female adjective.
- Use the questions below to reflect briefly with the participants, but it is not necessary to go into a lot of detail because this is only to introduce what we will be doing in the following step.

1. How did you feel doing this activity? Was it easy to find an adjective?
2. Was it easier for you to find an adjective for your own gender?
3. How did you feel when you had to use an adjective that was not your gender with your name?
4. What do these characteristics say about the differences between men and women?

Step 2: Introduction: Act like a man, act like a woman (10 min)

Buzz groups (5 min)

- Ask the participants to share with the person next to them if they have ever been told to "act like a man" or "act like a woman". Ask them to share some experiences in which someone has made a similar statement to them. Why did the individual say this? How did it make the participant feel?

Plenary (5 min)

- Ask a few participants to share their experience with the group.
- Explain to the participants that this exercise will look more closely at these two phrases "act like a man", "act like a woman". By exploring them, participants can begin to see how society can make it very difficult to be either male or female.

Step 3: Act like a man, act like a woman (90 min)

Brainstorm "Act like a man" (15 min)

- In large letters, print on a piece of flipchart paper **"ACT LIKE A MAN".**
- Ask the participants to share their ideas about what this means. These are society's expectations of who men should be, how men should act, and what men should feel and say.
- Ask participants to remember what they were told by their family, school, religious institution, the media, etc, about being a "real man".

1. What do you need to do?
2. What are you allowed to feel?

"ACT LIKE A MAN"

Be tough, strong, athletic
Do not cry or show emotions
Be the boss
Independent
Powerful
Earn money, be the provider
Successful
Leader
Rational
Sexual
Have more than one girlfriend/spouse
Control
Brave, heroic
Can go anywhere
Tall

"ACT LIKE A WOMAN"

Be cute, pretty
Caring
Empathy
Childbearer
Act sexy, but not too sexy
Innocent
Small
Be smart, but not too smart
Emotional
Be quiet, shy, polite
Listen to others
Be the homemaker
Be faithful
Be submissive

3. How do you need to act to be considered a man, to be valued as a man?

4. What expectations do your family, friends, school and society put on you as a man?

- It is important to remind them it is not what they think or believe necessarily but what they have been told by others including their peers.

- Draw a box on the flipchart paper, and write the words they used to describe "act like a man" inside this box. Responses may vary depending on culture but some common responses might include the terms in the box above.

Brainstorm "Act like a woman" (15 min)

- Now in large letters, print on a piece of flipchart paper the phrase **"ACT LIKE A WOMAN".**

- Ask the participants to share their ideas about what this means. These are society's expectations of who women should be, how women should act, and what women should feel and say.

- Ask participants to remember what they were told by their family, school, religious institutions, the media, etc, about what it is to be a "proper" or "good" woman.

1. What do you need to do?

2. What are you allowed to feel?

3. How do you need to act to be considered a "proper" or "good" woman?

4. What expectations do your family, friends, school and society put on you as a woman?

- It is important to remind participants it is not what they think or believe necessarily but what they have been told by others including their peers.

- Draw a box on the second flipchart paper, and write the words they used to describe "Act like a woman" inside this box. Responses will vary depending on culture but some common responses might include the terms in the box above.

Group work (30 min)

- Divide participants into small groups of four or five. These groups can be gender specific or mixed. It is important that participants feel free to speak and share their experiences.

- Reflect on the following questions:

  1. How does it make you feel to look at this list of stereotypes and roles?

  2. Where did you learn these stereotypes and roles?

  3. What happens to a man if he does not behave like the expectations in the box? What happens to a woman if she does not behave like the expectations in the box?

  4. Can it be limiting for a man or a woman or any person to be expected to behave in this manner? How?

  5. What do these stereotypes and roles say about the relationship between men and women in society?

  6. Are there people who do not identify with either women (feminine) or men (masculine) as the only genders?

Plenary (30 min)

- Bring the groups back together.

- Ask groups to share their discussion.

- After sharing the reflection on the questions above, ask some final questions:

  1. How do these roles and stereotypes promote inequality between men and women?

  2. How do these roles and stereotypes affect our ability to make our own choices?

  3. How do these roles and stereotypes affect women's and men's sexual and reproductive health?

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Women in Kathjor, Ramechhap, Nepal, carrying heavy loads, May 2014. Their baskets contain pails of water.

  4. How do these roles and stereotypes affect our understanding of sexuality?

  5. Is it possible to change gender roles and stereotypes?

  6. Is it possible not to identify with just one gender?

- Write on a flipchart the definitions of sex and gender, gender stereotypes, gender identities, sexuality and sexual orientation (see Glossary).

- Highlight the following conclusions. Explain how, based on our biological sex (or often the external genital appearance), we are identified as a boy (masculine) or a girl (feminine). After that, we are taught to behave, dress and act like a boy or like a girl. We are taught roles and stereotypes of what it is to be a "real man" and a "proper woman". These roles can change depending on culture and religion.

- Gender norms and roles about "acting like a man" have the following effects in men's lives:

  Men often:
  - are valued more than women;
  - are considered powerful, strong and with authority;
  - are afraid to be vulnerable and to show their feelings;
  - need constant proof that they are real men;
  - use sex to prove that they are real men;
  - use violence to prove that they are real men;

- Gender norms and roles about "acting like a woman" have the following effects in women's lives:

  Women often:
  - lack self-confidence;
  - are valued first as mothers and not as people;
  - are considered vulnerable, emotional and sensitive;
  - are considered an object for sexual pleasure and gratification of men;
  - are dependent on their partners;
  - have less control than men over their sexual lives;
  - are highly vulnerable to early pregnancies, violence and STIs such as HIV/AIDS.

- These gender norms promote and create inequality between men and women (gender inequality) and can lead to gender discrimination and violence.

- They limit the possibility for all young people to make decisions about their own bodies and live their own sexuality free of coercion, discrimination and violence.

- It is important to emphasize that these stereotypes and norms are socially constructed and therefore can be challenged and changed.

Step 4: Challenging gender stereotypes (20 min)

Buzz groups (10 min)

- Ask participants to share with a partner their thoughts on the following questions:

  1. Do you know anyone that has challenged these stereotypes?
  2. How have they been able to challenge and redefine gender roles?

Plenary (10 min)

- Ask if any of the participants would like to share a story of a time they or someone they know defied social pressure and rigid stereotypes and acted outside of the "box". What allowed them to do this? How do they feel about it?

Step 5: Take action (20 min)

- Summarize some of the discussion and share any final thoughts. A final comment and questions could be as follows:
  - The roles of men and women are changing in our societies and communities. It has slowly become less difficult to step outside of the box. Still, it can be hard for men and women to live outside of these boxes.

1. What would make it easier for men and women to live outside the boxes?
2. How can you support this change?
3. How can community leaders support this change?
4. How can schools support this change?
5. How can government support this change?

Activists from Amnesty International Philippines take part in the global launch of the My Body My Rights campaign, June 2014.

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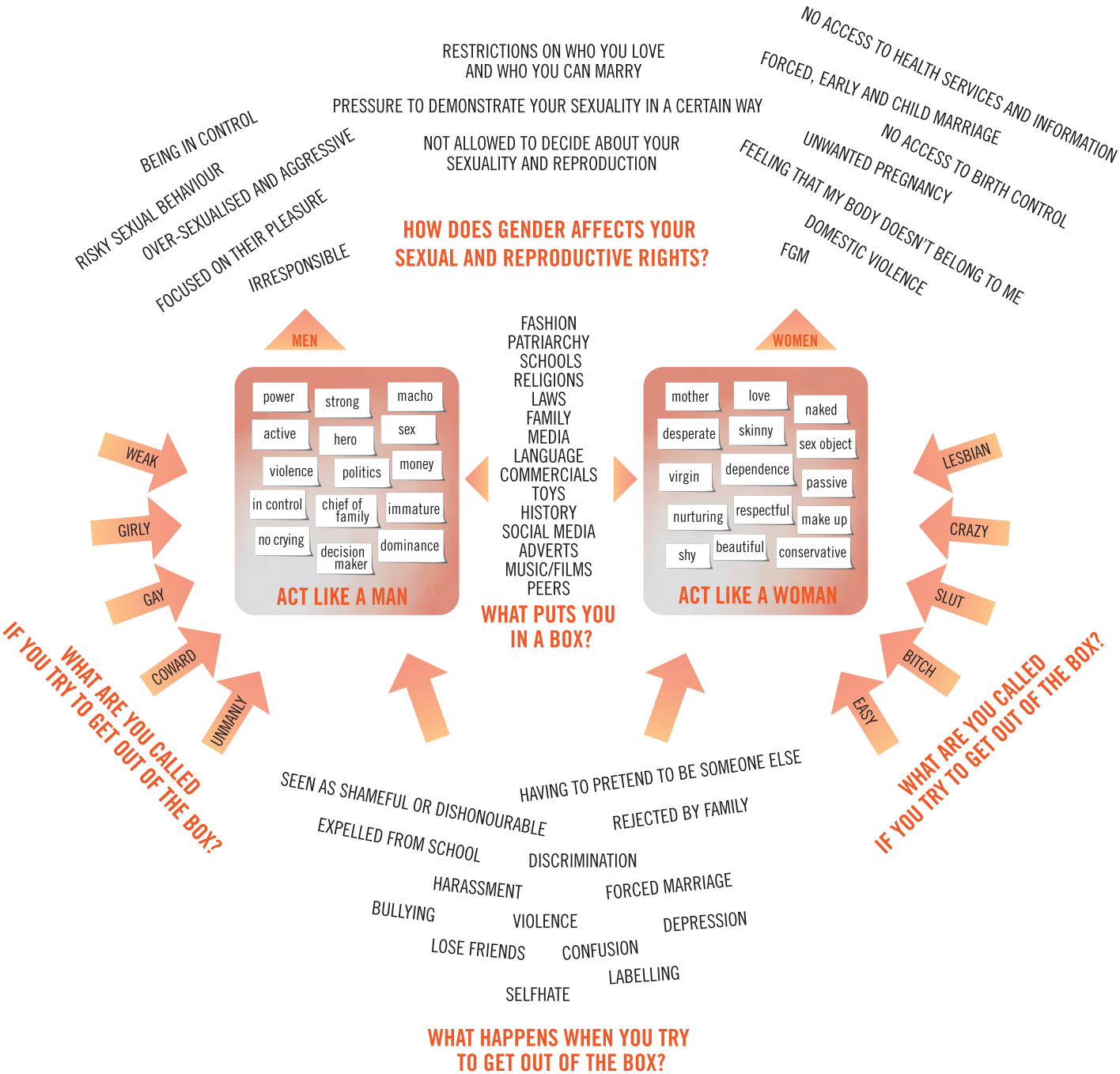
EXAMPLE: GENDER BOXES



ACTIVITY 2.3

QUESTIONING OUR ATTITUDES ON GENDER

AIMS

- To explore values and attitudes about gender.

TIMING

45 minutes

WHAT YOU NEED

- Four signs ("Strongly Agree", "Strongly Disagree", "Agree" and "Disagree")
- Written statements from page 68 or adapt your own statements
- Markers
- Sticky tape or other adhesive
- Flipchart paper

THIS ACTIVITY HAS THREE STEPS

Step 1: Agree or Disagree (20 min)
Step 2: Discussion (20 min)
Step 3: Take action (5 min)

This activity is adapted from A Creighton and P Kivel *Helping teens stop violence: A practical guide for counselors, educators, and parents,* Hunter House, California, 1992.

FACILITATION TIPS

✓ For this activity, you can choose statements from the gender statement list (p68) list on the basis of which are most likely to promote lively discussion. You can also adapt your own statements to reflect your context.

✓ Do not worry about having everyone agree but do focus on guaranteeing a respectful discussion.

✓ Remind participants of the common agreement and to be respectful and open to diverse ideas and opinions.

✓ During the discussion, if all participants agree on any of the statements, play the role of "devil's advocate" by expressing an opinion that is different from theirs.

✓ Some participants may say that they do not know whether they agree or disagree and do not want to stand beside any of the four signs. If this happens, ask these participants to say more about their reactions to the statement and then encourage them to choose a sign to stand beside. If they still do not want to, let these participants stand in the middle of the room as a "Don't Know" group.

Step 1: Agree or disagree (20 min)

- Before the activity begins, put up the four signs around the room, leaving enough space between them to allow a group of participants to stand near each one. Review the gender statements provided and choose five or six that you think will lead to the most discussion among the participants.
- Explain to the participants that this activity is designed to give them a general understanding of their own and each other's values and attitudes about gender. Remind the participants that everyone has a right to his or her own opinion, and no response is right or wrong.
- Read aloud the first statement you have chosen.
- Ask participants to stand near the sign that reflects what they think about the statement.
- After the participants have moved to their sign, ask a few participants beside each sign to explain why they are standing there and why they feel this way about the statement.
- After a few participants have shared their attitudes on the statement, ask if anyone wants to change their mind and move to another sign.
- Then bring everyone back together and read the next statement and repeat the stages above. Continue for each of the statements that have been chosen.

Gender statements

Experience shows that the statements marked with * have proven to be good for starting discussions:

➔ **It is easier to be a man than a woman.***

➔ **Women make better parents than men.***

➔ **A woman is more of a woman once she has had children.**

➔ **Sex is more important to men than to women.***

➔ **Women who wear short skirts are partly to blame if men sexually harass them.**

➔ **A man is entitled to sex with his partner if they are in a long-term relationship.***

➔ **Domestic violence is a private matter between the couple.**

➔ **Women would leave an abusive relationship if they really didn't like the violence.**

➔ **In same-sex relationships one person must play the woman's role and the other person the man's role.**

➔ **Same-sex couples should not have children.**

Opposite: **My Body My Rights march in Santiago, Chile, June 2014. Amnesty International offices all over the world marked the launch of the global campaign, My Body My Rights.**

Step 2: Discussion (20 min)

- After discussing all of the statements, lead a discussion in plenary about values and attitudes towards gender by asking these questions:

  1. Which statements, if any, did you have strong opinions and not very strong opinions about? Why do you think this was so?

  2. How did it feel to talk about your opinion which was different from that of some of the other participants?

  3. How do you think people's attitudes about the statements might affect the way that they deal with male and female colleagues?

  4. How do you think people's attitudes about the statements help or do not help to improve gender equality and reduce discrimination and violence against women and others?

Step 3: Take action (5 min)

- Ask participants what actions they think are needed in order to change harmful attitudes, and make a note of these on a flipchart.

- Ask participants what they think they will do differently as a result of this exercise.

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ACTIVITY 2.4

POWER, STATUS AND RIGHTS

AIMS

- To understand the power that different individuals and groups are given in society to access their rights as a result of certain conditions such as their economic status, gender, age, sexual orientation, race, ethnicity or religious belief.

TIMING

1 hour

WHAT YOU NEED

- A large space, preferably indoors, for the group to move in
- Paper or cards with character types from page 71 written on them

THIS ACTIVITY HAS FOUR STEPS

Step 1: Who am I in society? (5 min)
Step 2: Roles in society (10 min)
Step 3: Discussion equal access or not? (30 min)
Step 4: Taking action (15 min)

FACILITATION TIPS

✓ This activity requires a large open space, ideally indoors so conversation can happen easily.

✓ Explain to participants that individuals are discriminated against on the basis of their class, age, sex, educational levels, physical abilities and other characteristics.

✓ Our position, or status, in society, plays a big role in determining if we know or can access our rights and how vulnerable we are to discrimination.

✓ You can refer to When identity and rights intersect in section 2 (page 46) for more details.

This activity is adapted from A Creighton and P Kivel *Helping teens stop violence: A practical guide for counselors, educators, and parents,* Hunter House, California, 1992.

On individual pieces of paper, write the following descriptions of different types of people in society. You can adapt these to fit your context:

- Advertising executive, female
- Illegal immigrant, female, 30 years old
- Female migrant rural worker
- Taxi driver, male
- Unemployed 25-year-old woman.
- Grandmother taking care of grandchildren with her small pension
- Commercial sex worker, female
- Young girl, 12 years old, living in informal settlement (slum)
- Male corporate executive
- Young boy, 14 years old, coming from affluent family
- Married mother of three, employed as a domestic worker
- Male doctor
- Street kid, 10 years old, male
- Teenage girl, living in a very religious/traditional family
- Teenage boy, living in a very religious/traditional family
- Unemployed LGBTI activist living openly and positively
- Young person, 14, questioning their gender
- Women's rights activist, female
- Gay man/lesbian, 25, university student
- Married woman, 28, from a minority ethnic group
- Political leader, 35, male

Step 1: Who am I in society? (5 min)

- Explain to the participants that this activity will help them to understand how gender and other aspects of their identify affect access to resources and can contribute positively or negatively to their sexual and reproductive health.
- Give each of the participants one of the pieces of paper that you prepared earlier that provide descriptions of different people in society.
- Explain to the participants that for this activity you want them to assume the "role" that has been written on the piece of paper you gave them.
- Tell participants to close their eyes and try to visualize the person described on their paper. Where would they live? What would their family be like? What would they do during the day? What kind of problems would they have to face?
- Ask them to think of a name for their character.

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Young people take part in a "Speaking out" workshop for the launch of Amnesty International's My Body My Rights campaign, Switzerland, March 2014.

Read each of the following statements (the order is not important):

- I can read and write.
- I don't have to worry about where my next meal will come from.
- I can travel around the city easily.
- I have had or will have opportunities to complete my education.
- I can find the time to read the newspaper each day.
- I have access to sexual and reproduction information.
- I can get a loan when I need extra money.
- I can refuse a proposition of sex for money or other resources, such as a place to live.
- I can leave my partner if s/he threatens my safety.
- If I have a health problem, I can get the help I need right away.
- If my sister is pregnant, I will have access to information to know where to take her.
- I can negotiate safe sex with my partner.
- I can choose freely who I want to marry.
- I can determine when and how many children I will have without feeling pressured.
- I can protect myself against HIV and other sexually transmitted infections.
- If I have a crime committed against me, the police will listen to my case.
- I can walk down a street at night and not worry about being raped.
- I can find a new job easily.
- I am respected by most members of my community.

Step 2: Roles in society (10 min)

- Ask the participants to stand in one straight line.
- Ask the participants to say the name of their person and the role that has been given to them. For example, "I am Sarah, a female advertising executive."
- Explain that you will read a series of statements. For each statement, ask them to consider whether that statement applies to the role they have been given. If it does, they should move forward one step. If it does not, they should stay where they are.
  - For example, one of the participants has been asked to assume the role of a member of parliament. You then read the following statement, "I can read and write". Since it is likely that the Member of Parliament can read and write, the person playing this role would move forward one step.

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Amnesty International Sweden launch their report on Violence against Women with a "wedding dress" action, May 2005.

Step 3: Discussion: equal access or not? (30 min)

- After going through all the statements ask participants to stay where they are and use the following questions to start a group discussion:

  1. Why did you get distributed in this way even though you started at the same place in the game?

  2. How do you feel about where you have ended up?

Buzz groups (10 min)

- In a circle, ask participants to share with the person next to them the following questions keeping in mind their role:

  1. What different social forces affected your character's options?

  2. Would your character be at risk of experiencing discrimination or violence and why?

  3. Do you think your character had the right to decide over their own body? Why or why not?

  4. Do you think being a member of an organization or an activist has an impact on you being able to know and claim your rights? Why?

Plenary (15 min)

- Ask participants to share their reflections.

- Conclude the reflection by recognizing that not all individuals have the same possibility to know or access their rights. Certain groups due to their status and condition in society are more vulnerable to discrimination and violence.

  - These groups include but are not limited to sexual, racial and ethnic minorities, Indigenous peoples, migrants, refugees and internally displaced people, sex workers, children and adolescents, and people with physical or mental disabilities, and in particular women belonging to these groups.

  - Individuals who belong to marginalized groups – groups with less power in society – often face discrimination on multiple grounds. One person can be stereotyped, stigmatized or marginalized by others in multiple ways.

  - Under their human rights obligations, states must give special attention to individuals and groups living in situations of vulnerability and disadvantage in order to address the multiple forms of discrimination they face.

Step 4: Take action (15 min)

- Reflect on how we can take action on what we have learnt.

- Ask participants to think of different members in their school, communities or families and what discrimination or limitations they might face. What can we do to help them overcome these difficulties?

ACTIVITY 2.5

WHEEL OF VALUES

AIMS

- To explore where we learn values, from whom, and how they affect us.
- To explore what we mean by values and human rights.

TIMING

2 hours

WHAT YOU NEED

- Flipchart paper
- Markers and pens (including in green and red)

THIS ACTIVITY HAS FOUR STEPS

Step 1: Identifying cultural and social values (20 min)
Step 2: Reflecting on values (40 min)
Step 3: Exploring our values and universal human rights (30 min)
Step 4: Take action (30 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ With this activity in particular, it is important to understand the social norms for your group. Without such awareness, there is a great risk of offending the participants and losing their respect.

✓ Our values play a significant role in how we view our work, hence the importance of exploring our own values, perceptions and attitudes. Make sure you consider prevailing cultures and traditions that may influence people's values.

✓ It is important to point out that we should not judge the values of others, but rather recognize that everyone has the right to have their own beliefs and values. It is useful to reflect on our shared values and to respect the basic human rights of each person, which should include their sexual and reproductive rights.

This activity is adapted from Save the Children's *Making it personal: Workshop manual*, 2011.

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Activists in New York join Amnesty International's My Body My Rights campaign, 2014.

Step 1: Identifying cultural and social values (20 min)

Plenary (5 min)

- Draw a large circle on a piece of flipchart paper.
- Remind participants of the discussions that took place in Activity 2.2, which explored gender stereotypes and norms (see page 60).
- Ask participants to think now where we get our values from (messages about what is right or wrong, good or bad, what we should or should not do).

Answers might include:

Family, friends, partners, school, religion, traditions, culture, peers, youth and other social groups, media, politics, work, etc.

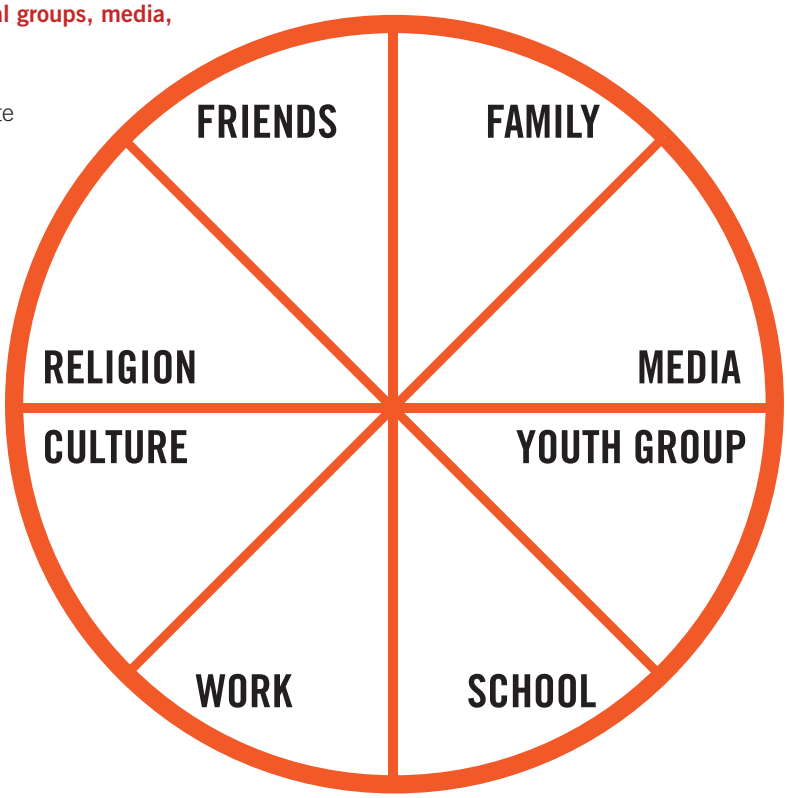
- Divide the circle into sections and write one value source in each section (see example below.)

Group work (15 min)

- Divide participants into small groups. Looking at the circle, ask them to answer the following question about each value source.

1. What messages do we get about sex, sexuality, reproduction and relationships from this source?
2. What values come with these messages?

Possible messages from "family", for example, could include: "do not have sex", which accompanies the value that abstinence before marriage is essential, or "only practise heterosexual sex", which accompanies the value that homosexuality is against nature. Different sources of values may provide different messages.



Step 2: Reflecting on values (40 min)

Plenary (10 min)

- Bring the groups back together.
- Identify with the participants what are the most common messages they receive and from whom. Write these on a flipchart.

Group work (20 min)

- Ask participants to go back in their groups and reflect on the following questions:

1. How do these messages affect how I feel about myself?
2. How do the messages I hear affect the decisions I make regarding my sexuality?
3. How are these messages linked to how we treat other people?
4. Do these messages conflict with what I think about sexuality? How does that affect me?
5. Can we change these messages and our values? How?

Plenary (10 min)

- Ask participants to share their answers to the questions.
- Reflect on how many of the messages received from their family, friends and society at large, and the values that go with them, can have a negative impact on their views about sexuality.
- Encourage participants to be aware of the differences in people's values and where they come from, and recognize how such values influence their lives, their attitudes, behaviour and decisions that they make relating to their bodies, sexuality and relationships with others.
- Explain that values are often deeply entrenched beliefs, social and cultural norms about how we live our lives, and so it is not surprising that it takes time for change to occur in people's values, perceptions and attitudes/or behaviour.
- It is important to highlight that the objective of Amnesty International is not to judge people's values but to emphasize the need to guarantee above all basic human rights for all.

Step 3: Exploring our values and universal human rights (30 min)

Plenary (15 min)

- Explain that we will explore how some of our social and cultural values can support our human rights or can conflict with human rights.
- Ask participants to brainstorm and list some of the human rights guaranteed in the Universal Declaration of Human Rights or other international law. These include the rights to life and privacy, to health, education and information, to freedom of thought and expression, to be free from violence and discrimination, to be free from torture and other cruel, inhuman and degrading treatment, and to found a family of one's choosing. (See *Respect my rights, respect my dignity: Module one – poverty and human rights* (ACT 35/012/2011) page 25 for a short list of the rights in the UDHR).
- List the human rights on a flipchart and place the wheel of values next to the flipchart of rights.
- Ask the participants to look at and identify which values intersect or conflict with the human rights in the list. Consider whether particular cultural and societal values promote human rights for all or conflict with these rights.
- Ask participants to put a green dot with a marker where particular cultural, societal or governmental values have promoted human rights for all and a red dot where they have violated these rights.

Buzz groups (5 min)

- Ask participants to discuss with the person next to them:

  1. How do some of our cultural and social values violate human rights and how does this impact on our sexual reproductive health and choices?

  2. What can we do when we see that social and cultural values are violating human rights?

Plenary (10 min)

- Ask participants to share their reflections.

- Explain that in the next activities (in Section Three) we explore how sexual and reproductive rights are human rights.

Step 4: Take action (30 min)

- Reflect on how we can take action on what we have learnt, and how we can begin to change some of the values that do not promote or limit human rights.

- Consider what we can do ourselves, or with our peers, our families and our community.

- Take some of the key common messages and consider some responses to these.

- To help develop strong responses, practise in pairs, one giving the common message from family or other sources, the other trying different responses.

- Once you have some clear helpful responses create simple action cards "when you hear 'xxx' you can say 'xxx'".

- Create these into easy shareable flyers or images to be stored online. (This can also be done after the activity.)

Young activists discussing Amnesty International's Stop Torture campaign, Bern, Switzerland, May 2014.

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© Fondo Centroamericano de Mujeres (FCAM)

Two girls hold a banner which says "Motherhood: Only if I am willing, only if I can", Managua, Nicaragua, September 2011.

THREE
KNOWING AND CLAIMING RIGHTS

WHAT ARE SEXUAL AND REPRODUCTIVE RIGHTS?

All people have certain human rights when it comes to sexuality and reproduction – rights which have to do with their bodies, with personal relationships, and the ability to make decisions. Everybody has the same sexual and reproductive rights. Sexual and reproductive rights arise out of established human rights principles and protections, as recognized by international and regional human rights instruments and, importantly, also recognized in many national laws and constitutions.

States have an obligation to ensure that everyone can freely, without fear, coercion, violence or discrimination:

- Make decisions about their own health, body, sexual life and identity.
- Ask for and receive information about sex, contraception and related health services.
- Have access to comprehensive education on human sexuality, sexual and reproductive health, human rights and gender equality.
- Decide whether and when to have children.
- Choose whether or not to marry and what type of family to create.
- Have access to comprehensive and integrated sexual and reproductive health services.
- Live free from rape and other violence, including forced pregnancy, forced abortion, sterilization without consent, forced marriage or female genital mutilation/cutting.

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Rajkumari Devi, who has experienced uterine prolapse, was interviewed by Amnesty International in Dhanusa district, Nepal, May 2013.

In 2012, The UN Commission on Population and Development urged governments

"to protect ... the human rights of adolescents and youth to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health."

(UN Commission on Population and Development, 2012, Resolution 1, paragraph 7)

SEXUAL AND REPRODUCTIVE RIGHTS IN INTERNATIONAL LAW AND STANDARDS

The fundamental rights and freedoms and accompanying state obligations which underpin sexual and reproductive rights are found in many internationally agreed treaties, resolutions and declarations.

International human rights law is made up of both binding treaty obligations and non-binding standards, which include declarations (including the Universal Declaration of Human Rights), resolutions, principles and rules. Although they are not strictly binding they carry considerable legal weight.

Treaties, such as UN conventions and covenants, are legally binding and agreed to by states or by regional or international bodies for the promotion and protection of human rights and fundamental freedoms. They help determine what obligations and responsibilities states have to fulfil. They are accompanied by interpretations by treaty named general comments or general recommendations.

A "general comment" is an interpretation by a treaty body of the content of human rights provisions, on thematic issues or its methods of work. General comments often seek to clarify the reporting duties of State parties with respect to certain provisions and suggest approaches to implementing treaty provisions. They are also called "general recommendations". Although they are not binding on States they do provide authoritative interpretation on how States should implement their binding obligations under the treaty.

The Programme of Action adopted at the International Conference on Population and Development (ICPD) held in Cairo in 1994 is the first international consensus document that explicitly recognizes sexual and reproductive health and reproductive rights. Although the ICPD Programme of Action is not legally binding, it was adopted with consensus by 179 States and therefore it has political importance. It sets out the standards on sexual and reproductive health and rights that have been amended during the subsequent reviews of the Programme and at other forums. The ICPD Programme of Action noted that reproductive rights are human rights that already exist in national laws, constitutions and human rights instruments.

"These rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health."
(ICPD Programme of Action, Paragraph 7.3)

Thanks to the advocacy efforts of many women's rights activists, the ICPD marked a change in the way states recognized human rights related to sexuality and reproduction. It was the first time the importance of reproductive health and rights were related to global development priorities. The ICPD also specifically recognized the rights and needs of young people, calling on States to provide adolescents with access to sexual and reproductive health information, education and youth-friendly services in accordance with their rights to confidentiality, privacy and informed consent.

INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT: KEY PRINCIPLES

- **All human being are born free and equal in dignity and rights. Everyone has the right to life, liberty and security of person. (Principle 1)**
- **Advancing gender equality and equity and the empowerment of women, and the elimination of all forms of violence against women, and ensuring women's ability to control their own fertility, are cornerstones of population and development-related programmes. (Principle 4)**
- **Everyone has the right to enjoy the highest attainable standard of physical and mental health. All couples and individuals have the basic right to decide freely and responsibly the number and spacing of their children and to have the information, education and means to do so. (Principle 8)**
- **Everyone has the right to education. Education should be designed to strengthen respect for human rights and fundamental freedoms. (Principle 10)**

Guarantees supporting sexual and reproductive rights can also be found in the following international and regional human rights instruments, among others:

INTERNATIONAL CONVENTIONS, COVENANTS, DECLARATIONS AND TREATIES

- **Universal Declaration of Human Rights**
- **International Covenant on Civil and Political Rights**
- **International Covenant on Economic, Social and Cultural Rights**
- **Convention on the Elimination of All Forms of Discrimination against Women**
- **Convention on the Rights of the Child**
- **Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment**
- **Convention on the Rights of Persons with Disabilities**

REGIONAL DOCUMENTS

- **American Convention on Human Rights**
- **Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (Convention of Belem do Para)**
- **European Convention on Human Rights**
- **Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)**
- **African Charter on Human and Peoples' Rights (Banjul Charter)**
- **Protocol Additional to the African Charter on Human and Peoples' Rights in the Rights of Women in Africa (African Women's Protocol)**
- **Arab Charter on Human Rights**

Although the concepts of sexual and reproductive rights are relatively recently defined in international agreements and standards, they build on fundamental and integral human rights such as the rights to life and privacy, to health, education and information, to freedom of thought and expression, to be free from violence and discrimination, to be free from torture and cruel, inhuman and degrading treatment, and to family life. Sexual and reproductive rights are human rights in and of themselves and are also central to the realization of the full range of human rights.

THE YOGYAKARTA PRINCIPLES

A set of international principles relating to sexual orientation and gender identity drawn up in 2006 by a distinguished group of international human rights experts. While they are not a human rights treaty that states have committed to or are obligated to follow, they do include already existing human rights standards and are increasingly being used to address human rights violations by legal bodies. For example, national high courts, including most recently the Indian Supreme Court, have used the principles to find violations of constitutional rights related to sexual orientation and gender identity, essentially incorporating the principles into national law.

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Amnesty International Switzerland activists start a petition for the My Body My Rights campaign, March 2014.

STATES OBLIGATIONS ON SEXUAL AND REPRODUCTIVE RIGHTS

Under international human rights law, States must respect, protect and fulfil the sexual and reproductive rights of all people. States are also required to ensure non-discrimination and equality in the enjoyment of sexual and reproductive rights. To meet these obligations, States must:

Respect people's sexual and reproductive rights. States should use law and policy to allow all people to experience and express their gender and sexuality free from discrimination, violence or coercion. For example, States should refrain from making laws that restrict young people's access to contraception, regardless of marital status, or that criminalize consensual sexual activity or provision of sexual and reproductive information and services.

Protect people's sexual and reproductive rights. States should prevent discrimination and violence against individuals on the basis of their gender or sexual identity or their sexual and reproductive choices and prosecuting those who commit these acts. International law requires that States combat discrimination and hate crimes, including on the basis of sexual orientation and gender identity. States should regulate private health services providers and make sure they do not discriminate and violate human rights of people. States are also obliged to protect and prevent violence against defenders of human rights, regardless of the perpetrator's identity.

Fulfil people's sexual and reproductive rights. States should ensure full access to information, education and services in order to reach the highest attainable standard of sexual and reproductive health and wellbeing. This means that access to sexual and reproductive health information and services is available to all without discrimination, coercion and violence. It also means that States must promote people's rights by making people aware of the contents of international agreements they have signed, correct misinformation and stereotypes, and put in place systems that make it possible for people to know and claim their rights. For example, States have an obligation to provide comprehensive and accurate education on human sexuality, gender equality and human rights.

Currently, many states criminalize sexual and reproductive choices of certain people and their behaviour or identities. Laws which criminalize sexual and reproductive choices exist in every region. These may include:

- laws that limit women's access to abortion or behaviour during pregnancy;
- laws that restrict the behaviour of people living with HIV or outlaw consensual sex work;
- policies and regulations that dictate when, how and with whom women or adolescents can access sexual and reproductive health information and services.

The function of laws in society, in part, is to set standards for behaviour, but they can also be used to punish difference or non-conformity. Sometimes the laws are discriminatory or are applied in discriminatory ways to groups which are already disadvantaged, socially excluded or marginalized.

If people's sexual and reproductive rights are not protected, this can affect other human rights. Without protection against discrimination, people living with HIV, sex workers, unmarried women and LGBTI individuals are more vulnerable to violations of their rights in employment, housing, health and education.

States have obligations to repeal laws that violate people's sexual and reproductive rights, and to pass and enforce laws and policies that uphold them. Government policies and programmes must prioritize access to justice and legal redress for violations of people's sexual and reproductive rights, including violations that are condoned or perpetrated by States.

ACCESS TO… SEXUALITY INFORMATION AND EDUCATION

The right to sexuality education is both a human right in itself and a mean to realize other human rights, such as the right to health, information and sexual and reproductive rights.

The UN Population Fund (UNFPA) report on Comprehensive sexuality education (2010) showed that access to comprehensive sexuality education and information promotes healthy sexual behaviour, contributes to more equality within relationships, and reduces unwanted pregnancy and STI transmission. UNESCO's *International technical guidance on sexuality education* (2009) provides useful resources and sound technical advice to education and health sector decision-makers and professionals on what effective sexuality education programmes look like as well as on the content and learning objectives to be covered at different ages in basic sexuality education for children and young people from five to 18+ years of age.

However, despite the vital importance of knowledge about bodies, health and rights, sexuality education can still be quite controversial and stigmatized in many societies. The UN estimates that the vast majority of young people still do not have access to the comprehensive education that they need for a healthy life.

Many young people are denied access to comprehensive education on human sexuality and sexual and reproductive health, or are given incomplete, biased or inaccurate information about health and sexuality. In some countries, laws restrict and even criminalize providing information to young people about sexuality and reproduction.

"People in Hong Kong don't know what sexual and reproductive rights are. Some think we can't judge how to use our bodies, and that teaching us about sex will make us do 'bad' things…"
(Lam Po Yee, Hong Kong)

Some teachers and health workers are sometimes unsure of their role or uncomfortable discussing sexuality with children and adolescents. Lack of access to sexuality education in schools combines with social stigmas and taboos about adolescent sexuality to leave young people without somewhere to turn for information when they need it most.

States must provide comprehensive sexuality education to all young people. To this end, States must:

- Make comprehensive sexuality education programmes part of the standard school curriculum, provided in an age-appropriate manner.
- Make sexuality education programmes also available outside of the formal school setting, in order to reach individuals excluded from the educational system, including married young people and street children.
- Develop public education campaigns to raise awareness about sexual and reproductive health issues, such as risks of early pregnancy and prevention of STIs, thorough medical and other alternative forums.
- Ensure that teacher training includes instruction on comprehensive sexuality education.
- Develop educational materials that reflect accurate and accessible comprehensive sexuality education programmes. The content should be scientifically accurate, non-discriminatory, and should include issues concerning prevention of HIV and STIs, unwanted pregnancy and respecting diversity and promoting gender equality.

Right: **Amnesty International Switzerland members showcasing printed slogans to be used at the launch of the My Body My Rights campaign. Bern, Switzerland, March 2014.**

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EXAMPLES OF DISCRIMINATORY LAWS (AS OF AUGUST 2014)

- In Algeria, marital rape is not recognized by law as a crime.
- In Nigeria, Uganda, and Russia laws have criminalized not only same-sex sexual activity but also organizations and individuals who promote human rights for LGBTI individuals.
- In Spain, Lithuania, Macedonia, Turkey and the USA there have been legal attempts to restrict access to abortion.
- In Aceh, Indonesia, by-laws make it an offence for adults to be alone with someone of the opposite sex who is not a married partner or relative; the punishment for this is caning.
- In northern Nigeria, laws criminalize sex outside marriage, and allow for a woman who is pregnant by a man who is not her husband to be prosecuted.

ACCESS TO… HEALTH SERVICES

The UN Secretary-General reported to the Commission on Population and Development in 2012 that nearly half of the world's population today is between the ages of 10 and 24, yet the vast majority of young people still lack access to comprehensive sexual and reproductive health information and services. The failure of States to ensure that young people have the services, information and education that they need to live a healthy life means that young people continue to suffer and even die from complications during pregnancy and childbirth, gender-based violence and AIDS-related illnesses. Pregnancy and childbirth are the leading cause of death for older adolescents in developing countries.

In addition to the right to information and education about health, the right to health has four essential elements: health care facilities have to be available, accessible, acceptable and of good quality. The Committee on Economic, Social and Cultural Rights' General Comment No.14 in 2000 explained that for sexual and reproductive health, this means:

- services must be located in a place where all members of a community can reach them, be available at low or no cost for those that need them;
- services cannot discriminate between men and women, young people and adults, or on any other basis;
- services and care must follow medical ethics and uphold people's rights to confidentiality, privacy and respect;
- be provided by trained and competent personnel.

"[T]he proportion of young people who have access to sexual and reproductive information is minimal… Poverty also prevents some young people from seeking these services. Some don't even know they exist."

(Kando Seraphine, law student and youth activist from Burkina Faso)

People living in poverty may not have access to preventative health care, and standards of care in public facilities are frequently lower than in more expensive private facilities. In addition to poverty, other social and economic barriers may exist that keep people from accessing services. For example, health care facilities are frequently concentrated in urban areas, leaving people in rural communities to shoulder a higher burden of transportation costs in order to gain access to services.

"The greatest difficulty I have is the distance between my house and the health post. I've got to walk up the mountain to go to my pregnancy checkup… I walked there, but there we don't have anything; neither food, nor anywhere to prepare our food; nor can we stay, those of us who have come from far away…"

(Indigenous woman, Peru)

FAMILY PLANNING

Despite UN estimates that access to and regular use of contraceptives could prevent 187 million unintended pregnancies, 105 million induced abortions and 215,000 maternal deaths every year, Amnesty International has found that many women and young women still lack access to family planning services.

Even where family planning services are a priority, barriers still exist to make it difficult or impossible for women and girls to access such services, such as laws and policies and practices which require the consent or notification of a parent or spouse in order for young people or women to access contraceptive services.

"After seven pregnancies and five live children, I told my husband that I wanted to use contraceptive methods but my husband refused."
(A woman from Burkina Faso)

The question of who has access to sexual and reproductive health services, when, and at what cost, remains deeply divisive. Upholding the right to choose if, when and how to have children requires access to comprehensive family planning, contraceptives and safe abortion services when needed. Young women in particular need access to information, services and support to help them make informed, autonomous decisions about their reproductive lives.

In some countries, services like safe abortion and post-abortion care, around which there is immense public controversy, are not available or restricted, and women's options to access the services they need are limited. In 2014, the Center for Reproductive Rights published a global map showing that 68 countries either prohibit abortion entirely or only allow abortion to save a woman's life. The World Health Organization (WHO) also reports that and some countries prohibit abortion even in case of rape. This restricts women's and girls' rights to choice and bodily integrity, and is considered inconsistent with international human rights law, including, in some cases, the Convention Against Torture.

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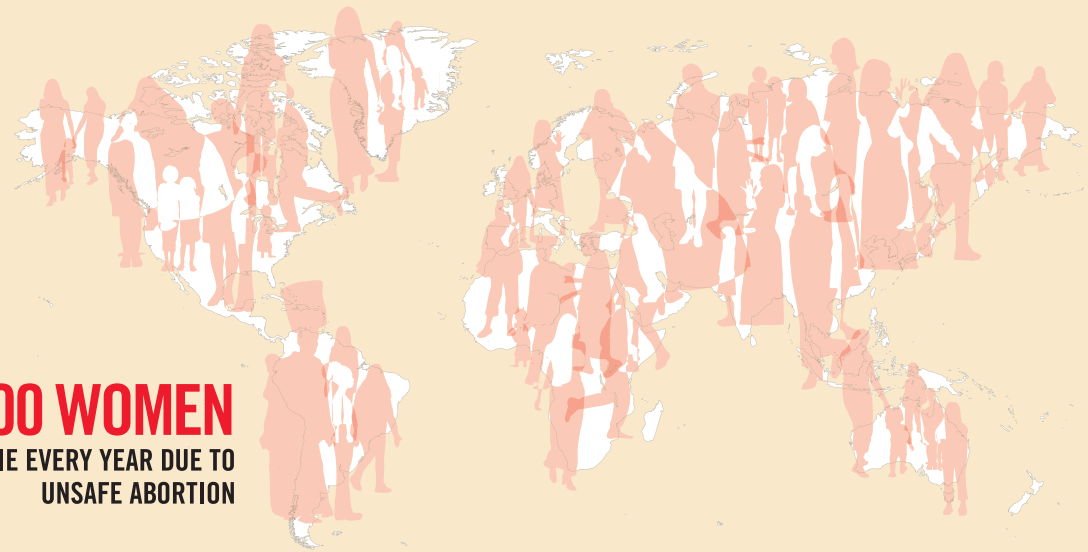
Wall poster in Burkina Faso, July 2014. The text reads, "We are responsible men. Family planning is our affair as well".



47,000 WOMEN
DIE EVERY YEAR DUE TO UNSAFE ABORTION

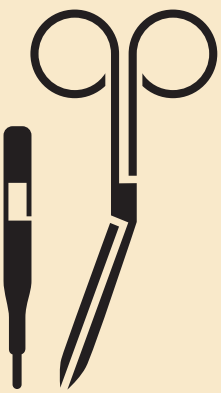
ACCESS TO SAFE ABORTION SERVICES

Unsafe abortions remain the third leading cause of maternal deaths – about 13% globally, according to the World Health Organization (WHO). Yet the WHO has estimated that across the world, 40% of women of childbearing age live in countries with highly restrictive abortion laws, or where abortion is legal but is neither available nor accessible.

In Nicaragua, where abortion is criminalized in all cases including rape, and where most victims of sexual violence are under the age of 17, girls as young as 10 to 14 who became pregnant as a result of rape either had to carry the pregnancy to term, or seek an unsafe, illegal abortion and risk being jailed if discovered. A total ban on abortion affects a number of fundamental rights of women including the right to health, to life, and to freedom from torture and other ill-treatment, and re-victimizes survivors of rape.

"For me it was horrifying, that a child should have to give birth to another child… I felt a deep pain at the idea that my [12-year-old] daughter should have to go through this, that something would come out of her after being raped… and of course the risk to her health at that age."
(Adriana, Nicaragua)

22 MILLION
UNSAFE ABORTIONS TAKE PLACE EVERY YEAR



BARRIERS TO HEALTH SERVICES FOR YOUNG PEOPLE

Young people may face particular challenges in seeking to exercise their right to access health services. Social taboos against young people's sexuality can lead to negative or judgmental attitudes from health-care providers and clinic workers towards young people who seek their services. Health staff may make decisions for young people, or threaten them, rather than providing an environment where young people can make health decisions for themselves, or may refuse to provide complete information.

Other restrictions on access to health care may occur through parental and spousal consent or notification requirements, through restrictive age of consent laws, or through laws and policies that establish different rights for married or unmarried young people. Parental and spousal consent laws exist in many states for other health services besides contraception, such as HIV testing and treatment, abortion, even for sexuality education and information. Even in states where there are no parental consent or notification laws, some health-care providers work in environments that may have practices or policies that mandate parental notification, a direct violation of young people's right to privacy.

Confidentiality and privacy are vital to young people's sexual and reproductive rights, as they allow them to access information and services in a protected and safe environment. Concerns about confidentiality and privacy in accessing health services are frequently the main social barrier to access for young people. According to the WHO, young people fear the social stigma when seen at a sexual health or family planning clinic, are concerned about being judged or harassed by health clinic staff for their sexual behaviour, and worry about health providers sharing confidential information with other members of the community including their parents or caretakers.

States must provide health care services and information to all young people. To this end, States must:

- Consider young people's evolving capacities in ensuring that appropriate services are made available to them independent of parental or guardian authorization, when this is in the best interest of the child.
- Allow for young people to be recognized by their family and by law as active rights-holders. They have the capacity to progressively become full and responsible citizens when given proper guidance and direction.
- Strictly respect young people's right to privacy and confidentiality, including with respect to advice and counselling on health matters. In addition, health-care providers should be trained to ensure youth-friendly, confidential reproductive health services including family planning for adolescents from different socio-economic backgrounds.
- Ensure that young people are not deprived of any sexual and reproductive health information or services due to objections based on the specific religious or cultural beliefs of the health-care provider.

© REUTERS/Navesh Chitrakar

People holding a doctor's prescription ask for medicine after receiving free treatment during an event organized by Amnesty International as part of a campaign to raise awareness about gender discrimination and uterine prolapse in Nepal, March 2014.

PROTECTION FROM VIOLENCE

"Your body is your own and no one has the right to touch it."
(Laura, youth rights promoter, aged 15, Managua, Nicaragua)

People have the right to live free from discrimination and violence. These rights are protected by a number of international and regional treaties such as the Convention on the Elimination of All Forms of Discrimination against Women the Council of Europe's Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) and the Inter-American Convention on the Prevention and Eradication of Violence Against Women (Convention Balem do Para). Violence against an individual is potentially a violation of that person's rights to life, to bodily integrity, and to freedom.

States have a responsibility to take action against discrimination, violence and harassment in their jurisdiction, in and outside the home. One common type of harassment women face is street harassment, where they are the focus of catcalls, sexualized comments, verbal and occasional physical attacks while in a public space.

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During and following the 2011 Egyptian uprising, attacks against female protestors rose significantly. Women taking part in demonstrations were attacked by the army and security forces, and female protestors were beaten and subjected to sexual and gender-based violence by security officers, including forced "virginity tests" and threats of rape.
(From Amnesty International's *Brutality unpunished and unchecked: Egypt's military kill and torture protesters with impunity* (Index: MDE 12/017/2012))

There are many forms of violence and discrimination that affect the ability of women and girls to exercise their sexual and reproductive rights, including practices such as:

- Early and forced marriage
- Female genital mutilation
- Virginity testing
- Wife inheritance
- Preference for sons
- Food taboos for women and girls
- Menstruation taboos
- Dowry and bride price
- Prohibitions on same-sex sexual behaviours

Left: **Amnesty International Ecuador activists march for Safe Schools for Girls during the 16 Days of Activism, December 2007.**
Right: **Ruth, a teacher at a safe house for women who campaign on female genital mutilation (FGM) in Kenya, educates men about the dangers of FGM, December 2005.**

© Paula Allen

FEMALE GENITAL MUTILATION

"The first time I saw clearly how female sexuality was oppressed was in the case of my own daughter. I knew that female circumcision was not compulsory – that it was a means to control women's bodies and their sexuality..."

(Nursyahbani Katjasungkana, Indonesia)

Female genital mutilation (FGM) is a far too common form of harmful practice targeting girls and young women. FGM includes any procedure involving the partial or total removal of the external female genital organs or injury to these. These procedures are carried out for cultural reasons, and are designed to remove or restrict girls' and women's sexual desire and ability to experience sexual pleasure. FGM is a form of gender-based violence and a violation of girls' and women's rights to bodily integrity. Despite laws outlawing the practice and state obligations to protect girls' and women's rights, FGM is still common in many areas.

Violence in this definition encompasses more than physical attacks or assault, it also includes coercion and threats, harassment, and force through deprivation of freedom. Gender-based violence is a violation of fundamental human rights, whether it happens in the home, in the family, in the general community, or if it is perpetrated or condoned by the state.

Many of the laws and policies which criminalize sexuality, gender identity and reproduction are couched in language of protecting traditional culture or an established moral code which supersedes an individual's human rights. Although sexual and reproductive rights are human rights, in some States, sexual rights for people of diverse sexual orientations and gender identities can be controversial. While people have the right to hold diverse religious and cultural beliefs, this should not be at the expense of other human rights such as sexual and reproductive rights and the guarantee of non-discrimination.

States must protect individuals from gender-based violence and discrimination. To this end, States must:

- Take measures to modify social and cultural patterns in order to eliminate prejudices and practices that are based on the inferiority or superiority of either of the sexes or stereotyped roles of men and women.
- Decriminalize consensual sexual behaviour between adults, including laws which punish adultery and same sex conduct.
- Prevent and eliminate violence against women and girls in both the public and private spheres.
- Investigate, prosecute and punish instances of gender-based violence, and implement policies that protect victims from further abuse, such as social, psychological and health services for victims.
- Provide survivors of sexual violence with access to sexual health services, like HIV counselling, testing and treatment, emergency contraception and safe and legal abortion services.
- Initiate public education campaigns to raise awareness about gender-based violence and to combat root causes, including through education in schools about gender-based violence.
- Ensure effective access to justice for survivors of sexual and gender based violence, including ensuring legal aid and sufficient remedies, including compensation and rehabilitation.

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ACCOUNTABILITY AND REMEDIES

Accountability includes the responsibility for the State both to ensure and monitor people's access to human rights and to provide the right to remedy when rights have been violated. This means that people whose rights have been violated will have access to justice while also that the State should ensure that such violations will not happen again to them or others. When State laws, policies and programmes fail to meet commitments, or have negative outcomes, accountability mechanisms can ensure that people are able to correct the wrong or the harm that has occurred. These mechanisms are particular to a specific country, and might include a person or body, such as a human rights ombudsperson, the police or a national human rights institution, that has the power to monitor and criticize those in authority. It also includes courts as a last resort, and some regional and international mechanisms.

Accountability can strengthen the dialogue between States and the individuals and communities they serve. Accountability addresses and removes the barriers that certain individuals or communities experience in having their rights realized. Effective accountability mechanisms will not only allow individuals and communities to hold States to account but also allow them to monitor how efficiently States live up to their human rights obligations.

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Above: **An activist with a banner as part of Amnesty International's Safe Schools campaign, Berlin, Germany, November 2008. The banner reads, "Who will explain to me about AIDS?"**
Left: **Amnesty International activists take part in the Pride Parade in Brussels, Belgium, 2014.**

RELATIONSHIP BETWEEN HUMAN RIGHTS

Human rights are inalienable: they cannot be given or taken away. They are indivisible: all human rights are equally important. Human rights are interdependent: when one right is abused, it has a negative effect on other rights. Similarly, when one right is realized, it contributes to other rights being fulfilled. And human rights are participatory: you have the right to take action to defend and uphold your own and others' rights, as well as demanding that the State respect, protect and fulfil their human rights obligations. (For more about how human rights intersect, see Amnesty International's *Respect My Rights, Respect My Dignity: Module one – Poverty and human rights.* (ACT 35/021/2011).)

The violation of an individual's sexual and reproductive rights can affect that person's ability to enjoy a wide range of other rights, and the defence and promotion of sexual and reproductive rights can lead to the realization of other rights. These include the rights to health, education, housing, work, privacy, freedom of expression and association, and life. For example:

- People living with HIV may be discriminated against in health care, employment and housing, violating their rights to housing, fair employment and health.

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A health rights protest organized by the Treatment Action Campaign (TAC) in Bloemfontein, South Africa, March 2014.

- Where States criminalize same-sex sexual behaviour, LGBTI people may be arbitrarily arrested and imprisoned, violating their right to bodily integrity, to be free from arbitrary detention, and to freedom of expression, association and assembly.

- Families without access to contraception or family planning may have more children than they can afford to feed, clothe and school, violating their rights to education and equal opportunity.

- People who do not meet accepted community norms on gender – such as women who have children outside of marriage, sex workers, transgender people or others – may be ostracized, evicted from their homes, or fired from their employment, violating their rights to housing, fair employment and equal opportunity.

- Human rights defenders working to protect sexual and reproductive rights have been subjected to violence, attacks and arbitrary detention, violating their rights to bodily integrity and freedom of expression and association.

- People of all genders who have been harassed or sexually assaulted may be publicly blamed or shamed for their own assault, resulting in loss of employment, housing, or social standing, violating their rights to privacy, fair employment, housing and to live free from discrimination and violence.

- Sexual assault and harassment at schools contribute to drop-out rates for people of all genders, particularly girls and young men and women who do not conform to gender norms, violating their right to education.

- Age-based discrimination and taboos against young people's sexuality may keep young people from being able to access vital health services, violating their rights to health and bodily integrity.

RESOURCES FOR KNOWING AND CLAIMING RIGHTS

Amnesty International reports used in this section

Listen to their voices and act: Stop the rape and sexual abuse of girls in Nicaragua (Index: AMR 43/008/2010)
http://www.amnesty.org/en/library/info/AMR43/008/2010/en

My Life, My Health, My Education, My Choice, My Future, My Body My Rights (Index: ACT 35/001/2014)
http://www.amnesty.org/en/library/info/ACT35/001/2014/en

The Wire Jan/Feb 2014, p. 14, "Breaking Taboos" an interview with Kando Seraphine and "Remembering Amina"
http://issuu.com/amnestywire/docs/wire14_janfeb_web?e=4291400/6172594

Giving life, risking death: Maternal mortality in Burkina Faso (Index: AFR 60/001/2009)
http://www.amnesty.org/en/library/info/AFR60/001/2010/en

Left without a choice: Barriers to reproductive health in Indonesia (Index: ASA 21/013/2010)
http://www.amnesty.org/en/library/info/ASA21/013/2010/en

Brutality unpunished and unchecked: Egypt's military kill and torture protesters with impunity (Index: MDE 12/017/2012)
http://www.amnesty.org/en/library/info/MDE12/017/2012/en

Making love a crime: Criminalization of same-sex conduct in sub-Saharan Africa (Index: AFR 01/001/2013)
http://amnesty.org/en/library/info/AFR01/001/2013/en

Other sources used in this section

Center for Reproductive Rights (CRR), *Questions and answers: Understanding the world abortion law map* available on **http://worldabortionlaws.com/questions.html**

The Committee on Economic, Social and Cultural Rights, *General Comments in 2000*
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=E%2fC.12%2f2000%2f4&Lang=en

UNESCO, *International technical guidance on sexuality education* (2009)
http://unesdoc.unesco.org/images/0018/001832/183281e.pdf

UNFPA, *Comprehensive sexuality education: Advancing human rights, gender equality and improved sexual and reproductive health* 2010
http://www.unfpa.org/webdav/site/global/groups/youth/public/Comprehensive%20Sexuality%20Education%20Advancing%20Human%20Rights%20Gender%20Equality%20and%20Improved%20SRH-1.pdf

UNFPA Programme of Action of the International Conference on Population and Development, *Chapter VII Reproductive rights and health*
http://www.unfpa.org/public/home/sitemap/icpd/International-Conference-on-Population-and-Development/ICPD-Programme#ch7

WHO Policy Brief, *From evidence to policy: Expanding access to family planning – Improving contraceptive services for adolescents 2012*
http://apps.who.int/iris/bitstream/10665/75160/1/WHO_RHR_HRP_12.21_eng.pdf

WHO, *Safe abortion guidance 2012*
http://www.who.int/reproductivehealth/publications/unsafe_abortion/9789241548434/e or WHO Unsafe abortion,
http://whqlibdoc.who.int/publications/2011/9789241501118_eng.pdf

Want to find out more?

Amnesty International, *Realizing sexual and reproductive rights: A human rights framework* (ACT 35/006/2012)
http://www.amnesty.org/en/library/info/ACT35/006/2012/en

Amnesty International USA, *Sexual and reproductive health rights factsheet*
http://www.amnestyusa.org/pdfs/SexualReproductiveRightsFactSheet.pdf

The Center for Reproductive Rights/UNFPA, *The right to contraceptive information and services for women and adolescents factsheet*
http://reproductiverights.org/en/document/briefing-paper-the-right-to-contraceptive-information-and-services-for-women-and-adolescent

The Center for Reproductive Rights, *Religious Voices Worldwide Support Choice: Pro-Choice Perspectives in Five World Religions*
http://reproductiverights.org/sites/crr.civicactions.net/files/documents/pub_bp_tk_religious.pdf

Indonesian Youth Lesbian Center, *Yogyakarta Principles Comic*
http://www.pelangiperempuan.or.id/yogyakarta-principles-comic/

IPAS, *Human rights of adolescents*
http://www.ipas.org/en/The-Storehouse-for-Abortion-Law-and-Policy/Adolescent-Rights/Human-Rights-Standards.aspx

International Planned Parenthood Federation, *Exclaim: A young people's guide to sexual rights guidebook*
http://www.ippf.org/resource/Exclaim-Young-Peoples-Guide-Sexual-Rights-IPPF-declaration

UN Office of the High Commissioner for Human Rights, *Born free and equal*
http://www.ohchr.org/Documents/Publications/BornFreeAndEqualLowRes.pdf

UN Office of the High Commissioner for Human Rights, *Human rights factsheets*
http://www.ohchr.org/EN/PublicationsResources/Pages/FactSheets.aspx

UNICEF, *The evolving capacities of the child*
http://www.unicef-irc.org/publications/384

Want to do more?

The Youth Coalition, *Sexual and reproductive rights toolkit*
http://www.youthcoalition.org/publication/a-youth-activists-guide-to-sexual-and-reproductive-rights/

IPAS, *Young women and abortion: Avoiding legal and policy barriers*
http://ipas.org/en/Resources/Ipas%20Publications/Young-Women-and-Abortion—Avoiding-Legal-and-Policy-Barriers.aspx

Right: **My Body My Rights campaign information being distributed in South Africa, May 2014.**

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ACTIVITY 3.1

MAKING SEXUAL AND REPRODUCTIVE RIGHTS PERSONAL

AIMS

- To reflect on how sexual and reproductive rights are part of everyone's life.
- To explore how certain conditions such as age, gender, sexual identity, access to resources, can contribute or limit your knowledge and access to sexual and reproductive rights.

TIMING

3 hours

WHAT YOU NEED

- "Take a step forward" statements (page 99)
- Sufficient space for participants to stand in a line and be able to take a step forward. (If space is unavailable, you can adapt the activity. See Facilitation Tips.)
- Slips of paper
- One set of the sexual and reproductive rights cards for each group of four or five people (page 102)
- Flipchart paper
- Markers and pens

THIS ACTIVITY HAS FOUR STEPS

Step 1: Take a step forward (45 min)
Step 2: Who decides? (45 min)
Step 3: Identifying my rights (60 min)
Step 4: Take action (30 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ You can divide the activity after Step 2 into two separate activities, but make sure there is a chance to reflect at the end of each activity.

✓ The "Take a step forward" exercise requires young people to feel safe so it is important to do a dynamic or short activity before starting, to facilitate trust and to remind people of the common agreement, specifically highlighting the agreement on confidentiality.

✓ If because of lack of space you need to adapt the activity, you can use "Stand up" rather than "Take a step forward". However, it is important to note that standing up in front of everyone can be more difficult than to take a step forward for some people.

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Participants line up to take part in a workshop on sexual and reproductive rights in Buenos Aires, Argentina, September 2014.

Step 1: Take a step forward (45 min)

Plenary (10 min)

- Ask participants to line up silently in a straight line facing you. There should be some distance between you and the participants so that participants can take a step forward. This exercise should be done in silence.
- Explain to participants that you will read out a series of statements. If they would answer yes to the statement, they can step forward in silence. Tell them they must remain silent, and when you say "thank you" they can step back.
- When reading the statements, repeat the introduction "Take a step forward if" for each statement.
- It is important once you read the statement to give the participants some time to think and step forward. This activity should not be rushed even if it can feel uncomfortable in silence. After participants have stepped forward stay 30 seconds in silence in quiet reflection then say "thank you" and that they can return. Then read out the next statement.
- After all the statements have been read, the participants will form buzz groups to reflect on the exercise.

STATEMENTS: TAKE A STEP FORWARD IF…

➔ You have heard about sexual reproductive rights before this activity.

➔ You have ever in your life felt pressured to change something about your body or have been discriminated against because of the way you look, dress or act.

➔ You have ever in your life been given wrong or incorrect information on sex, sexuality, reproduction.

➔ You have ever in your life felt embarrassed to ask questions or talk about sex, sexuality, relations or reproduction.

➔ You have ever in your life felt that someone has tried to make a decision regarding your body, sexuality or reproduction.

➔ You have ever in your life felt you have not had access to information or sexual health services or known someone that has not been able to.

➔ You have ever in your life felt pressure to have or not to have sexual relations,

➔ You have ever in your life felt pressured about when or when not to have children.

➔ You have ever known anyone that has been discriminated against or experienced violence as a result of the choices they have made about their bodies, sexuality and relationships.

Buzz groups (10 min)

- Ask participants to find a partner to reflect with on the following questions:

  1. How did you feel doing this exercise?
  2. What affected you the most?
  3. What did you learn from this exercise?
  4. What do you think this exercise has to do with sexual and reproductive rights?

Plenary (25 min)

- In plenary, ask participants if there is anyone that would like to share their reflection on each question. Depending on the group, you can get three, four participants or more to answer each question.

- You can wrap up noting that almost everyone is affected in one way or another by sexual and reproductive rights. They affect both men and women. They are essential for young people all over the world not just for people in other countries.

  - Note that this exercise shows how most of us at one time or another have felt pressured into a decision, or someone else has made decision regarding our bodies, our sexuality and relationships.

  - Explain that people should be able to make decisions about their own bodies, reproduction and sexuality including:

  1. whether to obtain information regarding sex;
  2. whether to engage in sexual activity and with whom;
  3. which contraceptive methods to use, if any;
  4. whether to use condoms or other barrier methods to prevent the transmission of STIs;
  5. whether, when and with whom to have children;
  6. whether to seek health services or medical attention for pregnancy, fertility, or other sexual health reasons;
  7. how and with whom to build a family;
  8. whether to abort an unwanted pregnancy;
  9. how to express your gender and sexuality.

  - We should be able to make these decisions free from cohesion, pressure, discrimination and violence. We will look more in depth on this in the next activity.

Step 2: Who decides? (45 min)

Group work (20 min)

- Remind participants of the previous activity.

- Divide participants into small groups. These groups can be divided by gender or be mixed.

- Ask participants to write or draw on slips of paper decisions about sexuality and reproduction that they are likely to make or have made at different points during their lives and to reflect on the following questions:

  1. Have you ever felt pressured to make a certain decision or has someone else made a decision for you regarding your body, sexuality, sexual relations, gender identity or reproduction?
  2. Are there any such decisions that some people in your community may not or cannot make? Who? Which decisions and why? (Reflect on if being a man or woman, adult or young person, having economic resources or not, or living in an urban or rural setting can contribute or limit someone's ability to make certain decisions.)

3. What happens when young people cannot make decisions about their reproduction and sexuality?

4. What do you need to make your own decisions regarding your body, identity, sexuality, sexual relations and reproduction?

Plenary (25 min)

- Bring the groups together and ask the participants to share their list of decisions and their reflections.
- Finish with some general conclusions on how society, culture, family and even peers decide or pressure us to make certain decisions regarding our bodies and sexuality.
  - Certain groups such as young people can have difficulty in accessing information and services to make those decisions. If their decisions fall outside what society dictates for them, they can suffer discrimination, marginalization and even violence.

Step 3: Identifying my rights (60 min)

Group work (30 min)

- Ask participants to return to their small groups.
- Ask them to remember and take into account the previous discussion on decisions that they or others have had to make regarding their bodies, sexuality, sexual relationships, identity and reproduction.
- Hand out one set of sexual and reproductive rights cards to each group.
- Ask participants to look over their sexual and reproductive rights cards, and to reflect on the following questions:

1. Regarding the decisions that you need to make, which of these rights can support each decision? (For example to decide when to have your fist sexual relations you need the right to information, the right to services and right to choice.)

2. Which groups of people can access these rights freely or have better access to these rights than others? And why?

3. Which groups of people may not have full access to each right? And why? (Reflect on if being a man or woman, adult or young person, having economic resources or not, living in an urban or rural setting can contribute to or limit your ability access certain rights.)

4. Is there anything you can do to have better access to and claim these rights?

Plenary (30 min)

- Bring the groups together to present their reflections.
- Draw some general conclusions from your discussion.

Step 4: Take action (30 min)

- Reflect on how we can take action on what we have learnt.
- Think of creative ways to present the importance of sexual and reproductive rights for the decision we need to make in our life to other young people (posters, slogans, songs, poems etc…).
- Review what the group has identified as actions in Step 3 they could do to better access and claim their rights and decide which of these they could take forward.
- Check what is happening with Amnesty International's My Body My Right Campaign to see if there are ways to support others to defend and claim their rights at https://campaigns.amnesty.org/campaigns/my-body-my-rights

SEXUAL AND REPRODUCTIVE RIGHTS CARDS

CHOICE

Everyone has the right to make decisions about her or his own body, sexuality, sexual relations, gender identity or reproduction.

INFORMATION

Everyone has the right to ask for and receive information about sex, contraception and related health services.

EDUCATION

Everyone has the right to comprehensive, accurate and non-discriminatory education on human sexuality, sexual and reproductive health, human rights and gender equality.

REPRODUCTION

Everyone has the right to decide for themselves whether and when to have children.

FAMILY

Everyone has the right to choose whether to marry and what type of family to create.

HEALTH CARE

Everyone has the right to access comprehensive sexual and reproductive health services, free from discrimination, coercion and violence.

BODILY AUTONOMY

Everyone has the right to make decisions and control what happens to their bodies. Threats to bodily autonomy include any actions carried out without consent, such as rape and other gender-based violence, forced pregnancy, forced abortion, forced sterilization, or female genital mutilation/cutting.

ACTIVITY 3.2

LINKING SEXUAL AND REPRODUCTIVE RIGHTS TO HUMAN RIGHTS

AIMS

- To understand how sexual and reproductive rights link to and affect other human rights.

TIMING

2 hours

WHAT YOU NEED

- Photocopies of "What if…" statements (page 106) – one per participant
- Photocopies of the case studies (pages 107-109)
- Photocopies of the human rights flow chart for each participant (or if not possible draw the flow chart on a flipchart) (page 110)
- Flipchart paper
- Markers and pens

THIS ACTIVITY HAS FOUR STEPS

Step 1: What if… (45 min)
Step 2: Human rights flow chart (45 min)
Step 3: Why sexual and reproductive rights are important to me (20 min)
Step 4: Take action (10 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ The steps can be considered separate activities.

✓ This activity is to help participants imagine what it would be like if they had their sexual and reproductive rights violated: how would their life be different?

✓ Participants should at the end of the activity understand that these "What if…" statements are real-life situations that affect young people across the world.

✓ You can adapt the "What if…" statements, depending on the composition or age of your group. For example, to adapt statement 2 for a younger age group you could use: "You and your boyfriend/girlfriend are thinking about having sex and you need to find information, but you feel you can't talk to anyone about it and you cannot go anywhere to get information without your parents' permission."

✓ You may want to give each student a copy of the flow chart to take home, or if you cannot, copy the human rights flow chart on a flipchart.

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Amnesty International Morocco organized a training workshop on sexual and reproductive rights in partnership with UNFPA for peer educators, May 2014.

Step 1: What if? (45 min)

Individual work (5 min)

- Give each participant one "What if…" statement from page 106.
- Ask participants to imagine if they were in the situation presented in the statement and to reflect individually on the following questions:
  1. How would your life be different over the next five years?
  2. How does that make you feel?
  3. How would it affect you personally, your family, your community?
  4. Does this type of situation happen in your country?

Buzz groups (10 min)

- Ask participants to find another person with whom they can share their "What if" statements and to reflect on each others' views.

Plenary (30 min)

- In plenary, ask a participant to share their "What if…" statement with the group and their reflections.
- Ask if there is a person who had a similar "What if…" statement and would like to share their reflections.
- Ask if there is a person who had a different statement and would like to share their reflections.
- Share as many of the five "What if…" statements as you have time for.
- After the participants have shared their thoughts, explain that these situations are happening in the world right now.
- Ask for volunteers to read the case studies on pages 107-109 as real examples of how sexual and reproductive rights are being violated around the world.

Step 2: Human rights flow chart (45 min)

- Share the diagram on page 110 as an example of how the violation of sexual and reproductive rights – such as the right to access information and services for sexual and reproductive health – can affect a person's access to other human rights – such as education, health, work – and can result in greater poverty, marginalization, discrimination and even violence.

Group work (25 min)

- Ask participants to form a group according to the "What if…" statement they have.
- Give each group the case study that relates to their "What if…" statement.
- In the group they will use their own story and the case study to create their own human rights flow chart linking the violation of sexual and reproductive rights to its effect on other human rights.

Plenary (20 min)

- Bring the groups back together.
- Write "Sexual and reproductive rights" in the centre of a flipchart.
- Ask the groups to share their reflections and flow charts.
- Write the different rights that the groups have identified as being related to sexual and reproductive rights.
- Draw a line connecting them to visually represent the interrelationships and links between sexual and reproductive rights and human rights.

- Some key points to conclude with:
  - Sexual and reproductive rights are interrelated and dependent on other human rights. The violation of sexual and reproductive rights has repercussions on the ability to access and fulfil other human rights and the lives of young people.
  - Having access to other human rights can make it easier to access sexual and reproductive rights.
  - Highlight that these case studies are real people and because sexual and reproductive rights are interlinked with other human rights, Amnesty International has prioritized a global campaign on sexual and reproductive rights, My Body My Rights.

Step 3: Why sexual and reproductive rights are important to me (20 min)

Graffiti wall (10 min)

- Put a large flipchart paper in the middle of the room and ask participants to write or draw examples of why sexual and reproductive rights are important to them.

Plenary (10 min)

- Ask participants to stand in a circle around the flipchart so everyone can see what is written on the "wall".
- Ask participants to read out loud something from the graffiti.
- Encourage participants to read out as many words or phrases as possible.

Step 4: Take action (10 min)

- Reflect on how we can take action on what we have learnt.
- The group may want to research the cases further through the My Body My Rights campaign, or take action in their own community.
- Create a poster or shareable image, for example "You have just found out you are pregnant, what are your options?" And list the options you have come up with as a group.
- Suggest the participants might display the poster in common public areas where the people at risk would see them (in girls' toilets, etc).
- Think of ways of sharing the case studies of the other countries with what happens in your community for example: "We are all Beatriz" (see page 107) or "Rape does not only happen in Morocco, it happens here… and women are blamed for it" (see page 108).
- Think of where you could display the graffiti wall or do another graffiti wall with others in a public space.

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Participants in the "Speaking out" workshop to launch Amnesty International's My Body My Rights campaign in Mexico City, March 2014.

"WHAT IF…" STATEMENTS

WHAT IF…

You find out you are pregnant and that having the baby is going to put your life at serious risk. Ending the pregnancy is not an option because a law in your country prohibits abortion.

What would you do?

WHAT IF…

You want access to birth control medication, but health clinics will only give it to you if you are with your parents or husband.

What would you do?

WHAT IF…

After being raped you are forced to marry your attacker, to "protect" him from being sent to prison and to preserve your family's honour.

What would you do?

WHAT IF…

Loving your boyfriend/girlfriend is illegal and could land you in jail.

What would you do?

WHAT IF…

After being raped you report the attack to the police. They accuse you of having sex outside of marriage and of behaving in an immoral way that could be punished by law.

What would you do?

CASE STUDIES

CASE 1

STORY OF BEATRIZ
EL SALVADOR

(This case can ONLY be used for this educational activity. It is not to be released for the press nor can it be used in El Salvador)

Aged 22 and from El Salvador, Beatriz suffered from severe illnesses, including lupus and kidney problems. When she became pregnant, doctors told her that continuing her pregnancy could kill her. Her foetus was also anencephalic, lacking a large part of its brain and skull, and would not survive for more than a few hours after birth. Doctors in El Salvador feared being prosecuted under the country's total abortion ban, and felt that their hands were tied by a law so extreme that only a handful of countries worldwide have chosen to impose similar legislation. Beatriz campaigned for over two months to receive the treatment she needed to stay alive, and was finally granted a caesarean section in June 2013. As doctors had predicted, the foetus lived for just a few hours after birth. Beatriz's life was saved.

Source: Amnesty International, *The Wire* Jan/Feb 2014

CASE 2

STORY OF LILA
INDONESIA

"It is not possible to access family planning services without a marriage certificate"
(Lila, a 23-year-old domestic worker, who is in the process of getting divorced)

Government midwives and doctors interviewed by Amnesty International in March 2010 confirmed that they do not provide reproductive health services, including contraception and family planning, to unmarried women and girls. A human rights activist told Amnesty International: "[It] is very taboo for an unmarried person to look for contraceptives... S/he will be seen as looking for free sex."

Source: Amnesty International *Left without a choice: Barriers to health in Indonesia* (Index: ASA 21/013/2010)

CASE 3

STORY OF AMINA
MOROCCO

Amina committed suicide by swallowing rat poison in March 2012. She was 16 years old. It was soon revealed that Amina had been forced to marry the man she said had raped her, because Moroccan law allowed rapists to escape prosecution by marrying their victim if she was aged under 18.

In January 2014, nearly two years after Amina's death, the Moroccan parliament unanimously voted to amend this in escape clause. Although the vote came too late for Amina, it was a significant step forward for the rights of Moroccan women and girls and a victory for campaigners who had been lobbying tirelessly to amend the discriminatory article.

However, in Algeria and Tunisia, the law still allows rapists to walk free if they marry their victim – if she is aged under 18.

Source: Amnesty International, *The Wire* Jan/Feb 2014

CASE 4

STORY OF JEAN-CLAUDE ROGER MBEDE
CAMEROON

Jean-Claude Roger Mbede was one of many individuals in Cameroon who was arrested and convicted under laws which criminalize sex between people of the same sex. Jean-Claude was arrested on 2 March 2011. He was sentenced to 36 months in prison for homosexuality and attempted homosexuality. This contravenes Cameroon's obligations under a number of international and regional human rights treaties.

Laws criminalizing consensual same-sex conduct affect lesbian, gay, bisexual, transgender and intersex (LGBTI) individuals in Africa on a daily basis. In some countries, like Cameroon, individuals are regularly arrested after having been denounced to authorities as being gay or lesbian. The continued existence of laws and policies targeting people on the basis of their real or perceived sexual orientation and gender identity is not the only human rights issue facing LGBTI individuals in sub-Saharan Africa. High levels of sexual and other violence targeting people because of their real or perceived sexual orientation and gender identity are endemic in some areas.

Source: Amnesty International, *Making love a crime: Criminalization of same-sex conduct in sub-Saharan Africa* (Index: AFR 01/001/2013)

CASE 5

STORY OF SARI
INDONESIA

Sari was 14 years old when she reported to the police she had been raped by a 25-year-old married man in Aceh, Indonesia. However, initially the police did not believe her and accused her of adultery.

A worker from a local NGO in Aceh told Amnesty International in 2010: "Police officials from Aceh accused Sari of adultery when she went to report that she had been raped. Police officials did not believe Sari's story, and instead alleged that she had sex with the married man because they liked each other. Police officials accused her of breaching the legal provision on adultery. The regional authorities blame women and girls for violent acts against them:

"[W]hen women don't dress according to Shar[i'a] law, they're asking to get raped." Ramli Mansur, West Aceh District Head, commenting on the reasons why a by-law on dress codes is being implemented in West Aceh District, August 2010.

Source: Amnesty International, *Left without a Choice: Barriersto health in Indonesia* (Index: ASA 21/013/2010)

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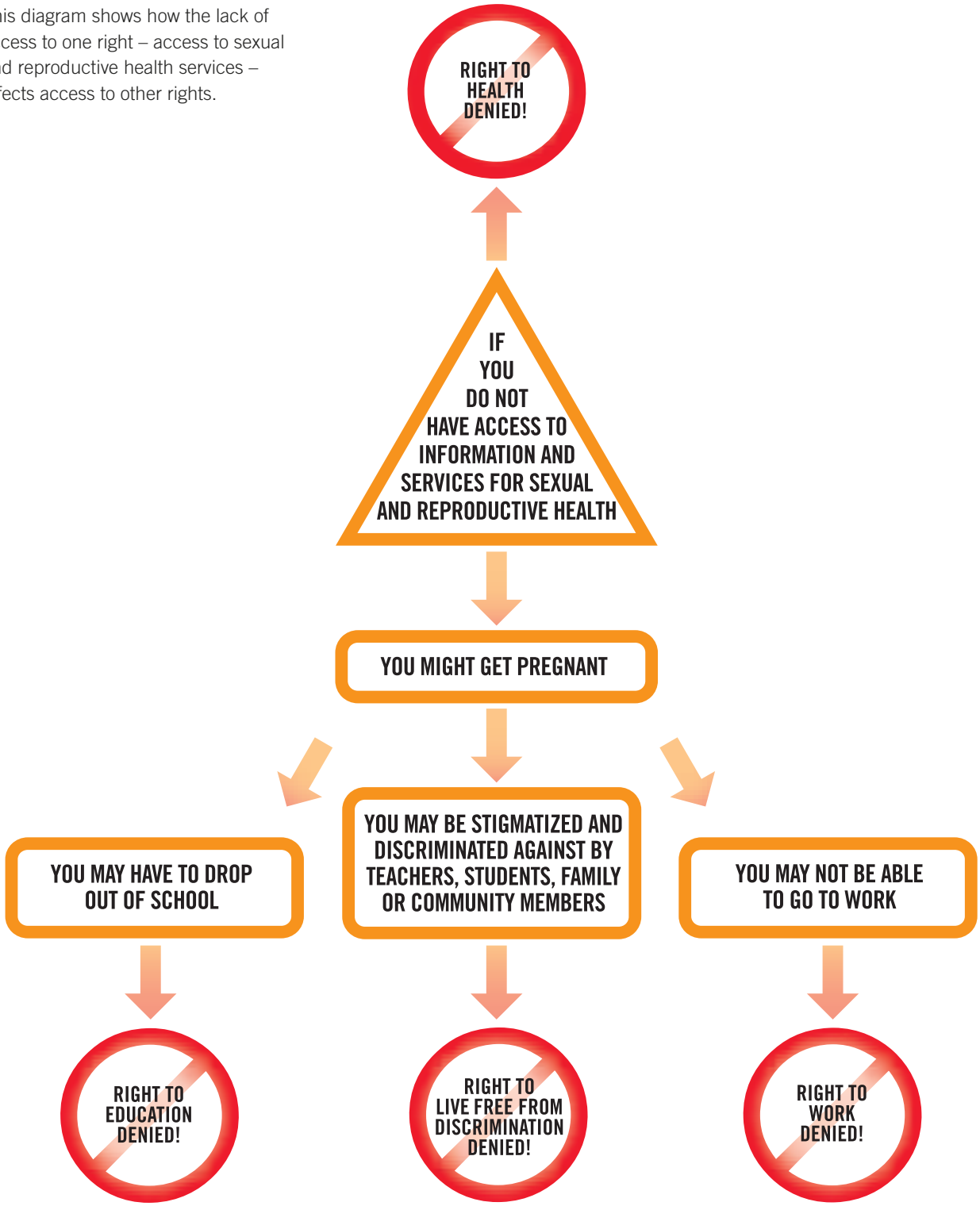
Amnesty International activist in Argentina joins the campaign for Beatriz in El Salvador. Beatriz was being prevented from having medical treatment that could save her life because doctors were fearful of being prosecuted under the country's total ban on abortion. The poster reads, "Beatriz has the right to life", 2013.

HUMAN RIGHTS FLOW CHART

This diagram shows how the lack of access to one right – access to sexual and reproductive health services – affects access to other rights.



ACTIVITY 3.3

WHAT HAPPENS IN OUR COMMUNITY?

AIMS

- To highlight real-life problems relating to sexual and reproductive rights faced by the participants and in their communities.
- To start discussions about what can be done to address these issues and problems.

TIMING

2 hours

WHAT YOU NEED

- Flipchart paper
- Markers and pens

THIS ACTIVITY HAS THREE STEPS

Step 1: Identifying problems relating to sexual and reproductive rights (45 min)
Step 2: Addressing problems relating to sexual and reproductive rights (45min)
Step 3: Take action (30 min)

FACILITATION TIPS

✓ You can develop different themes depending on issues that are emerging as difficult or important in the course of your work with the group.

✓ Encourage the groups to explore their chosen issue in depth.

The activity is adapted from the *Sexual and reproductive health and rights and violence against women in conflict-affected African contexts*, AWLI training guide, 2012.

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Amnesty International Mali launch the My Body My Rights campaign, March 2014.

Step 1: Identifying problems relating to sexual and reproductive rights (45 min)

Group work for role-play: (45 min)

- Explain that each group will develop a short play. They will identify a problem in their groups, and show how the different people involved interact either to help resolve the problem or block it.
- Divide participants into small groups of three or four. Give each group either one of the following themes:
  - Sexual rights
  - Reproductive rights
- Ask each group to discuss the key problems faced by young people in their communities relating to their theme. These could be based on personal experience or on issues that they have heard about.
- Ask each group to write these down on a piece of flipchart paper to give them ideas for the issues for a play.
- Ask each group to create a five-minute play which explores the problems that they have discussed. The role-play should include the following:
  1. A problem that needs to be resolved.
  2. A person trying to address it.
  3. A person trying to stop it from being resolved.
  4. A resolution of some kind (positive or negative).

Step 2: Addressing problems relating to sexual and reproductive rights (45 min)

Role-play: (45 min)

- Each group then performs their play for the entire group. After each presentation, ask the participants:
  1. What did you see happening?
  2. What was the key problem or problems?
  3. What was the source of the problem?
  4. What did the person try to do to resolve the problem?
  5. Did anything or anyone prevent this from happening? If so what and who?
  6. What was the result?
  7. Is there anything you can do to resolve the problem?
- Draw conclusions with the group: What did these role-plays show us?

Step 3: Take action (30 min)

- Reflect on how we can take action on what we have learnt.
- Discuss how participants could develop the role-play into a longer theatre piece or animation to present outside the group or within the community to raise awareness and generate a discussion about possible solutions to these problems. (Who could you present it to, when, where?)
- Were any of the solutions simple? If so, suggest creating action cards “in this scenario, you could do xxx” to share as flyers or online.

© REUTERS/Erik De Castro

Mothers and babies waiting for a free paediatric check-up at a local government health centre in Manila, Philippines, August 2012.

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पहुँचको सुनिश्चितता
सुरक्षाको प्रत्याभूति"

Amnesty International Nepal youth member with Rita Mahato at a Women Human Rights Defenders action in Kathmandu, Nepal, demanding a Commission to look into stopping violence against women, November 2008.

FOUR
TAKING A STAND

SEXUAL AND REPRODUCTIVE RIGHTS AFFECT EVERYONE

There are countless opportunities in daily life to defend human rights. From the student who stands up to defend someone from a bully, to the young man who stops his peers from harassing women in the streets, to the young person who volunteers to care for people living with HIV in their community, every day is filled with similar acts of courage. Standing up to defend a friend, peer, or stranger is also an act to defend your own rights: when you work to make your community safer and friendlier for people marginalized and discriminated against because of their sexuality, gender or reproductive choices, you ensure that more choices are available for you, your friends and family in the future.

But remember: In some States, promoting some elements of sexual and reproductive rights can be dangerous, even against the law. It is important to know what risks you may be taking in your society when you decide to talk with others and take action.

Fourteen-year-old Amnesty youth activists at the Nigerian Embassy in London campaigning to release Patrick Okoroafor, June 2009. Patrick Okoroafor was 14 when he was arrested, tortured and held in prison for nine years without a fair trial.

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WHAT STATES MUST DO

"I demand that the government respects our rights as women. We are girls and we have rights, and so long as they do not respect these rights, we will continue to fight to demand them."
(Clara, aged 18, Nicaragua)

States have committed to upholding human rights by signing and ratifying human rights treaties and supporting other international commitments. They must deliver on those commitments, ensuring that laws, policies and programmes – including those targeting sexual and reproductive health – are based on human rights and gender equality and uphold the rights of young people. In addition, States must ensure that fundamental human rights principles such as non-discrimination, freedom from violence and coercion, and freedom of belief and expression are respected and protected.

In order to fully commit to upholding the rights of all people to sexual and reproductive health, free from discrimination, coercion and violence, States must take certain action at every tier of their government and institutions. A State can be held to account for its actions by defenders of sexual and reproductive rights who work within official institutions, in non-government organizations and advocacy coalitions, and at the grassroots level within each community.

States must take immediate steps to:

- Ensure accountability and redress for all victims of human rights abuses, whether abuses are perpetrated by the State or by private actors.
- Mandate national human rights monitoring institutions as well as regulatory bodies to monitor violations of sexual and reproductive rights and act on complaints, and ensure they have the capacity to do so effectively.
- Implement programmes to ensure that all individuals receive accurate information about sexuality and reproduction and are able to exercise their sexual and reproductive rights, especially through human rights-based, comprehensive and accurate sexuality education programmes for people of all ages, both in and out of schools.
- Take concrete legal, policy and other measures to ensure that people, and particularly women, girls and young people, are empowered to make free and informed decisions regarding their sexuality and reproductive lives, including by abolishing laws and policies that impair gender equality.
- Review and amend laws, policies and guidelines that punish people who are exercising their sexual and reproductive rights, including laws that criminalize same-sex sexual behaviour.
- Ensure universal access to complete services for sexual and reproductive health, counselling and information for all people, with a particular emphasis on women and young people.
- Ensure that people are able to use the law to enforce their sexual and reproductive rights and access remedies for violations of these rights.
- Provide opportunities for the equal and meaningful participation, especially of young people, in priority-setting, planning, implementation and monitoring programmes and policies connected to sexual and reproductive rights.

SOCIETAL CONTROL AND SEXUAL AND REPRODUCTIVE RIGHTS

Regulation of sexuality and reproduction happens at multiple levels. It is part of a State's human rights obligations to protect sexual and reproductive rights from being violated by other actors. For example, States have responsibility to pass laws and take other measures to prevent violence, to investigate, prosecute and punish perpetrators, whether they are public or private actors.

In social contexts, different groups of varying power and influence attempt to monitor and control sexuality and reproduction. For example:

Families are the most common form of social unit, and the dominant influence on an individual's values, beliefs and assumptions. Families can be a source for support and learning, a place to feel protected, safe and loved. Yet families can also be the source of abuse, and where human rights related to sexuality and reproduction are violated. States should ensure that the best interests of the child always takes precedence and that families, parents and guardians should not do anything to violate this principle with respect to any children in their care. When coercion and violence come from within the family, as in the case of forced marriage, marital rape, incest, and female genital mutilation, young people need to be able to defend their rights. States have an obligation to prevent and address those violations and ensure young people's rights are adequately protected.

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Amnesty International Austria launch their My Body My Rights campaign with young people "Speaking out", March 2014.

Communities set strong expectations on sexuality and sexual and gender expression. Whether a community condones or rejects violations of sexual and reproductive rights can have an immense influence on the lives of the individuals in that community. States have a responsibility to take appropriate measures to modify all discriminatory social and cultural attitudes and behaviours based on prejudice, and eliminate any customary, traditional or other practices, which are based on the idea of the inferiority or the superiority of any of the genders or on stereotyped gender roles.

Employers do not have any right to take actions or set standards or policies, which violate their employees' sexual and reproductive rights. Employers have the obligation to provide a working environment in which all people can interact equally and without discrimination, harassment or violence. In particular, workplaces have an obligation to ensure gender equality in pay and opportunities and to eliminate sexual harassment and assault in the workplace.

Schools have an obligation to provide young people with a safe, supportive environment for learning. They must protect young people from discrimination, harassment and violence, either from other students or from school employees, and provide an education, which is based on the principles of human rights, non-discrimination and inclusion for all young people.

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Amnesty International Mali launch their My Body My Rights campaign, March 2014.

Religious institutions may attempt to impose their beliefs and values on individuals or the community up to the point at which this pressure may infringe on an individual's human rights. For example, some religious institutions oppose the use of contraception or certain forms of contraception as a matter of doctrine. While people have the right to live according to their religious beliefs, it is the responsibility of the State to respect an individual's right to freedom of thought and belief – including in the exercise of their sexual and reproductive rights, such as using contraception.

In all cases, it is not only States that bear the responsibility for upholding sexual and reproductive rights for their citizens. Each one of us – individual, family, community, school, employer and religious institution – has a responsibility to ensure that society respects and protects the human rights of individuals. Respect for sexual and reproductive rights is essential to the dignity and wellbeing of all people, and can enhance health, improve personal relationships, and promote gender equality and individual empowerment. For this reason, the task of upholding rights is shared not only between States and social institutions, but with individual members of a society who can defend their own and others' sexual and reproductive rights.

SEXUAL AND REPRODUCTIVE RIGHTS DEFENDERS

"The problem is that it is up to society to decide if [an action] violates societal norms… As long as information on sexual and reproductive rights violates social norms, I and my fellow friends can be arrested and charged… if people feel uncomfortable and think I am promoting sex, this can be a problem… it always depends on community leaders… if they are very fundamentalist then there is a high chance [we will be arrested]."

(Human rights defender, Yogyakarta, Indonesia)

For many societies, the growing global acceptance of sexual and reproductive rights and gender equality also means a change to the way things have traditionally been, a change in power structures that privilege men's control over women's bodies, choices and lives. Debates about social and cultural norms around sex, sexuality and gender identity and expression can sometimes spill over into violence, threats and harassment.

Human rights defenders expose violations of human rights and campaign for justice and redress for the victims, sometimes at great personal risk to themselves. Anyone can be a human rights defender. Doctors who provide abortion services to women when they need them most; religious leaders who support the rights of same-sex marriage, youth activists who fight for sexuality education programmes in schools; women who work within their communities to eliminate female genital mutilation and early and forced marriage. Such examples are all around us.

Despite the possibility of backlash and violence against human rights defenders, there are people all over the world defending their own and others' rights to make decisions about their gender, sexuality, and sexual and reproductive health.

ANTI-HOMOSEXUALITY ACT IN UGANDA

"People are going back into the closet. People are going to die."

(Billy (not his real name), a sexual health peer educator in Kampala)

Programmes to distribute safer sex supplies, including condoms, have been affected by the signing of the Anti-Homosexuality Act. In late December 2013, Billy, a peer educator for an LGBTI health organization, received a phone call from someone claiming to be sick and needing medical assistance. When he met with the person, he turned out to be a plain-clothes police officer. Billy was arrested "because you're doing homosexual things" and taken to Busega police station, where he was held for four days. Since his release in January 2014, Billy has had to leave his home after his neighbours found out that he had been arrested and why.

Source: "Uganda: Anti-Homosexuality Act's heavy toll", 15 May 2014, Human Rights Watch and Amnesty International http://www.hrw.org/news/2014/05/14/uganda-anti-homosexuality-act-s-heavy-toll

Increasingly, human rights defenders have been able to work together across national and regional borders to support each other. Networks of human rights defenders at local, national, regional and international levels are vital to the work of individual defenders, helping them to share information on human rights situations in their community, learn from other human rights defenders' similar challenges and experiences across the world, and in many cases provide protection for each other.

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WOMEN'S RIGHTS IN NEPAL

For years, Rita (*pictured above*) – a passionate defender of women's human rights – had been subject to continued harassment, physical violence and threats for carrying out her peaceful work of supporting survivors of sexual violence. Since June 2007, Rita and other staff members working with the Women's Rehabilitation Center had received threats of death, rape and kidnapping. Their office was attacked multiple times by people who objected to her work, but the local authorities failed to provide her with protection from intimidation and harassment. Amnesty International supporters around the world reacted by sending letters, cards and emails to the Nepalese authorities. Together, we demanded that the authorities take all possible measures to ensure the safety of women's human rights defenders, particularly those in rural areas like Rita. As a result, Rita's circumstances have improved drastically, co-ordinated attacks against the Women's Rehabilitation Center have ceased, and a new Police Inspector is more responsive to threats against Rita and other human rights defenders.

Source: "Campaign win for Rita Mahato" May, 2011. http://www.amnesty.org.au/iar/comments/25533/

WHAT YOUNG PEOPLE ARE DOING

"The fear is broken. Everyone talks about politics. In the past, women and girls didn't talk about sexual harassment, but now they do and they are fighting back against it."

(Azza Suleiman, Women's rights defender, Egypt)

Through activism and campaigning, peer education and counselling, working in networks, and local, national and international advocacy for political change, young people around the world are raising their voices in defence of their rights to control their bodies, their sexuality, and their reproductive choices. Young people have successfully changed local policies to bring comprehensive sexuality education to their schools; have worked together to get youth-friendly health centres and health services for themselves and their peers; have pushed for social change to eliminate discrimination on the basis of sexual orientation and gender identity; and have broken the silence that surrounds sexuality and gender to move towards a more open, accepting and fair world for all.

Young people's participation in sexual and reproductive rights campaigns – like Amnesty International's My Body My Rights – is critical to bring about change on these issues. Youth networks are using both traditional and new media to tell their stories and learn from each other, to find commonalities and build communities both in person and online. Young advocates have successfully campaigned for more inclusive approaches to development, for greater access to education, and for the rights and individuality of all young people to be recognized and valued at all levels of society – at home, in the community, and by the State.

ASIA-PACIFIC YOUTH PROJECT FOR PACIFIC WAR SEXUAL SLAVERY SURVIVORS

"Youth team members developed the campaign plan and selected or created the activism tools themselves after consultation with a range of stakeholders... As a result most of the youth team members had a strong sense of ownership over this campaign and the activism tools.

"There were more youth-initiated collaborations and more goodwill generated than was expected... the changes ... are likely to contribute indirectly to long-lasting differences, such as some NGOs actively seeking to engage youth, or it is possible that this campaign will have inspired others to initiate new cross-regional campaigns."

Source: Amnesty International, *The seven action points for effective activism: Lessons from the impact assessment of Amnesty International's activism*. July 2011.

There are many actions that young people can take to stand up for themselves and others to ensure that all people can exercise their sexual and reproductive rights free from discrimination, violence and coercion. For example:

Break the silence: Cultural and social norms and taboos around sexuality and gender have an impact on people's thoughts about themselves. Feeling different can lead many people to push themselves to fit a stereotype out of guilt, shame, or fear. By speaking up about your own gender and sexuality, you can help create an environment that embraces difference, instead of fearing or controlling it. By talking about sexual and reproductive rights, we challenge the stigma and discrimination that everyone faces.

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Pretoria High School for Girls in South Africa launches a protest art installation that called for an end to sexual violence against women, April 2013.

WHAT YOU CAN DO

"I used to think that my friends who talked about sex were rude, and that it's not right to talk about sex when you are not married. Through the training, I know that there is no shame in talking about sex. I have to inform myself to better plan my sex life."

(Espoir Faladema, student in Togo)

Help each other: Young people are already each other's most common source of information about sex, sexuality and health. Yet the information shared can be incomplete, biased or just plain wrong. Help your peers know more about their sexual and reproductive rights by learning more about yours and speaking up when you hear your peers sharing incorrect or biased information with each other. You can also support friends, family and community members by helping them reach the right people when their rights are violated. You can speak out for access to health services when they are turned away, support them in seeking legal assistance when their rights are violated, or protest for changes in law and policy to make sure their rights are upheld.

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"I realized that I was vulnerable and remained in the dark about my sexuality… now I know where and how to have the information I need. I will also share with my friends."

(Diane Fofoe, student in Togo)

Raise awareness in the community

Information on sexual and reproductive rights, how to access them, and what to do if and when they are violated, is lacking in most communities. Human rights education is an important first step, and can happen anywhere and anytime. You can become a resource for your community by offering human rights education activities with other young people to show how sexual and reproductive rights are connected to other human rights, by speaking up at community meetings and gatherings, by drawing attention to sexual and reproductive rights issues in the media and the community, multimedia campaigns and by collaborating with your friends and peers.

Fight for change in policy

There are many ways that policies and laws change, and many ways that young people can influence them. Lawmakers and politicians may respond to petitions and letter-writing campaigns, or to direct interaction with their constituents at public and community meetings, dialogue, or social media campaigns. All these techniques have been used to make changes to the way states think about and legislate on sexual and reproductive rights. Increasingly in many countries, policymakers are keen to hear young people's views.

Work across borders

Communication across the world on a large scale through new technologies and social media is influencing the way young people engage with human rights at a local, national and international level. National, regional and international networks of young people interested in sexual and reproductive rights exist throughout the world, connecting you with other people who share your passion.

Members of Amnesty International Youth campaigning for the Arms Trade Treaty, in Bern, Switzerland, June 2012.

RESOURCES FOR TAKING A STAND

Amnesty International reports used in this section

Listen to their voices and act: Stop the rape and sexual abuse of girls in Nicaragua (Index: AMR 43/008/2010)
http://www.amnesty.org/en/library/info/AMR43/008/2010/en

Left without a choice: Barriers to reproductive health in Indonesia (Index: ASA 21/013/2010)
http://www.amnesty.org/en/library/info/ASA21/013/2010/en

Egypt: Fighting for justice and human rights: Egypt's women activists describe their struggle (Index: MDE 12/011/2013)
http://www.amnesty.org/en/library/info/MDE12/011/2013/en

Want to find out more?

Amnesty International, *My Life, My Health, My Education, My Choice, My Future, My Body, My Rights* (Index: ACT 35/001/2014).
https://campaigns.amnesty.org/campaigns/my-body-my-rights)

Center for Reproductive Rights, *The reproductive rights of adolescents: A tool for health and empowerment*
http://www.reproductiverights.org/sites/crr.civicactions.net/files/documents/adolescents%20bp_FINAL.pdf

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Want to do more?

Advocate for Youth, *Adolescent reproductive and sexual health: Advocacy kit.*
http://www.advocatesforyouth.org/storage/advfy/documents/advocacykit.pdf

Amnesty International USA, *My Body My Rights activist toolkit*
http://www.amnestyusa.org/pdfs/MyBodyMyRightsToolkit.pdf

Center for Reproductive Rights, *Female genital mutilation: A matter of human rights – an advocate's guide to action*
http://www.reproductiverights.org/sites/crr.civicactions.net/files/documents/FGM_final.pdf

International Planned Parenthood Federation, *Want to change the world? Here's how…*
http://www.ippf.org/resource/Want-change-world-Heres-how-Young-people-advocates

Sexuality Information and Education Council of the United States (SIECUS), *Community action toolkit*
http://www.communityactionkit.org/

Youth Coalition, *Resource map on sexual orientation and gender identity for young sexual and reproductive rights activists.*
http://www.youthcoalition.org/publication/resource-map-sexual-orientation-gender-identity-young-sexual-reproductive-rights-activists/

Amnesty International Mali launch the My Body My Rights campaign in Bamako, March 2014.

ACTIVITY 4.1

SUPERHERO-ACTIVISTS

AIMS

- To explore what change is needed to promote sexual and reproductive rights locally.
- To empower participants and build confidence in their own ability to effect change.
- To recognize our own powers to become superhero-activists.

TIMING

2 hours 30 minutes

WHAT YOU NEED

- Posterboard and/or flipchart paper
- Art supplies (markers, crayons, coloured pens/pencils, etc.)
- Optional: comic books for discussion groups, superhero films
- "Creating superheroes" questions – on a flipchart or on a separate sheet of paper for each group
- Large box
- Index cards or small pieces of paper

THIS ACTIVITY HAS FOUR STEPS

Step 1: Exploring superhero-activists (30 min)
Step 2: Creating a superhero-activist (45 min)
Step 3: Recognizing our own activist powers (60 min)
Step 4: Take action (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ You can use culturally relevant stories for groups that correspond with the idea of a heroine, hero or superhero.

✓ Look for stories in local traditions/mythology about people with special powers or abilities to make a change in their communities.

Step 1: Exploring superhero-activists (30 min)

Buzz groups (10 min)

- Ask participants to recall stories about "superheroes" in groups of two or three. They can think about mythical stories or legends they have heard growing up.
- Ask participants to reflect on the following questions:
  1. Who were these heroes? Where did they come from? What powers did they have? Who did they work with?
  2. Why did you like or identify with them?

Superheroes and superheroines of sexual and reproductive rights, International Women's Day, Peru, March 2014.

Plenary (20 min)

- Reflect together on the following questions:
  1. What is the purpose of superheroes?
  2. How do individual superheroes (or dynamic duos or "teams") accomplish their goals?
  3. What are the worlds that superheroes live in like? Are they often flawed exaggerations of where we currently live?
  4. Where do superheroes' powers come from? Are they usually traits they already possess that become activated through an emotional or physical event in their lives?

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Step 2: Creating a superhero-activist (45 min)

Group work (45 min)

- Divide participants into small groups of four to six.
- Ensure each group has at least two flipchart papers and coloured pens or pencils. Ask the groups to tape the paper together to create a larger sheet.
- Ask each group to create a visual depiction of a sexual and reproductive rights superhero-activist. Explain that they can use words, images and symbols.
- Ask each group to develop a story about the superhero and short description of the character, their background and the community they live in, using the following questions. Make sure all the groups can see these questions on a flipchart or hand-out:

  1. What would a superhero (or superhero team) for sexual and reproductive rights be like? What super powers or abilities do they have? What would be their name(s)?
  2. What problem would they seek to resolve in their community?
  3. What would their messages about sexual and reproductive rights be?
  4. Who would their opponents be?
  5. Who would their allies be?
  6. What would they try to change in their community?
  7. What actions would they take to bring about that change in their community?

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Artwork for Belgium's My Body My Rights campaign showing a superhero fighting for sexual and reproductive rights, 2014.

- Encourage participants to use detail in their visual and narrative descriptions.
- Encourage each group to develop a creative way to present their superhero-activist and their story. For example, the presentation can be illustrated, a short sketch, song or poem.

Step 3: Recognizing our own activist powers (60 min)

Plenary (45 min)

- Ask the groups to present their superhero-activists and their stories in an interactive way.
- After all the presentations, ask the groups to imagine that all of their superheroes have just been stripped of their super powers.
- Discuss how they can still accomplish their goals without their powers. Encourage them to reflect on the following questions:

  1. How were the superheroes' communities that you created different from or similar to your own experiences?
  2. What powers would you need to take on in your own communities to tackle sexual and reproductive rights issues?
  3. Do you know any human rights champions in your school/community/globally? What powers (skills, knowledge, attitudes) do they have?

Activists' power box (15 min)

- Ask participants to write their own powers (skills, knowledge, attitudes) on index cards or pieces of paper. For example, their capacity to "listen well" or "be creative".
- Ask participants to form a circle with the box in the middle.
- Ask the participants one by one to read out the powers that they have to offer the group as a sexual and reproductive rights superhero-activist… "I have the power to…" and to put the paper in the box and return to the circle.
- Recognize that we all have powers and together we can do so much to defend sexual and reproductive rights.
- Finish with a "power yell" or something that together demonstrates your power (see box above for power yell energizing).
- Keep the power box filled with all the "power papers" or you can post them all on a wall. You can refer back to it to remind the group of all their powers when developing actions.

Energizer: Power yell (5 min)

- Ask participants to stand in a circle.
- Everyone then squats forward with their arms towards the floor.
- Once you are in that position you can say something like: "Imagine we are collecting our strength, energy and power from the centre of the Earth." Move your hands as if you are gathering the energy in a ball and the ball gets bigger as you gather more energy as you slowly stand up.
- Then, guide them to raise their bodies up slowly. As you gather the energy the ball gets bigger and your voice gets louder. You begin shouting softly together, making your voices louder as you all stand up.
- The shout will be loudest once your arms are totally stretched above your heads and you throw their ball of energy into the air.
- Join the group in a round of applause.

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Amnesty International Switzerland staff show their brightly coloured bracelets to be used by activists in the launch of the My Body My Rights campaign, Bern, Switzerland, March 2014.

Step 4: Take action (15 min)

- Reflect on how we can take action on what we have learnt.
- Do you know anyone you already consider to be a hero in your community?
- Share the names with the group.
- Write letters to recognize or congratulate someone who is already your hero.
- Develop the superhero-activist stories to present to others.

ACTIVITY 4.2

YOUNG PEOPLE MAKING A CHANGE

AIMS

- To identify and analyze a problem related to young people's sexual and reproductive rights.
- To explore the relations between causes and effects of a problem.
- To begin to identify ways to address a problem.

TIMING

2 hours

WHAT YOU NEED

- Flipchart paper
- Markers and pens
- Index cards or Post-it notes
- Pieces of paper cut into the shape of leaves
- Sticky tape or other adhesive
- Blank wall that can be covered in sheets of paper

THIS ACTIVITY HAS FOUR STEPS

Step 1: Identifying problems (30 min)
Step 2: Analyzing problems – Problem tree (45 min)
Step 3: Identifying solutions – Solution tree (30 min)
Step 4: Take action (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs. If you are working with a small group of participants you may decide to keep the activity in plenary. It is important to consider the time you have and how to guarantee that all participants can participate.

✓ The steps in this activity are designed to help young people identify, analyze and plan changes that they would like to see happen in their community and how they can contribute to making these changes happen.

✓ Each step can be done as a separate activity, but information gathered in each step should be kept and used in the following steps.

✓ Keep the solution tree leaves after the activity so you can refer back to them.

✓ It is important that when participants are identifying which problems to analyze, you start with a simple and concrete problem participants are familiar with. Once participants gain confidence with the different techniques you can explore more complex problems.

This activity is adapted from *Tools together now! 100 participatory tools to mobilise communities for HIV/AIDS*, International HIV/AIDS Alliance, 2006.

Step 1: Identifying problems (30 min)

Plenary

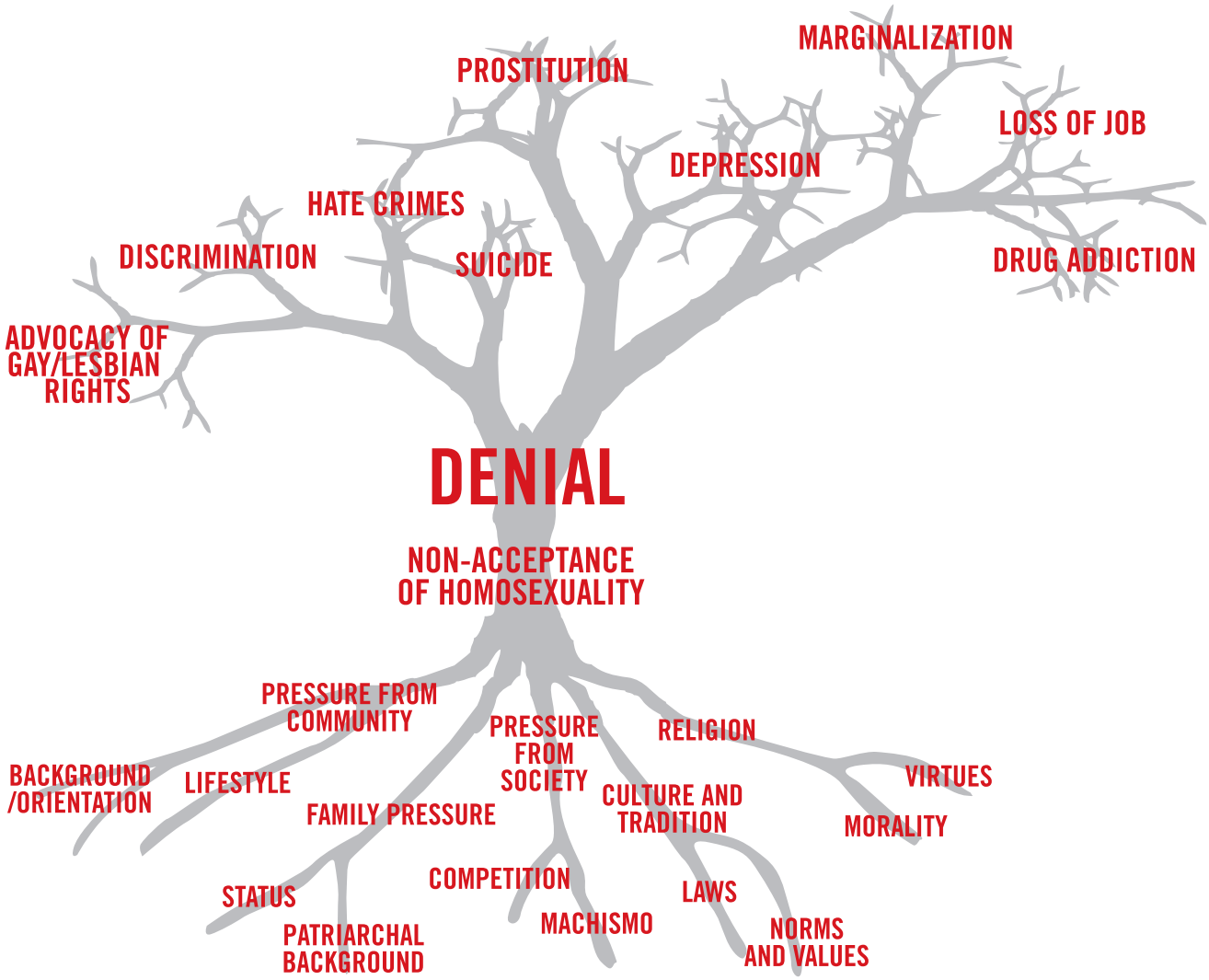
- Ask participants to write down or draw on separate cards all the different problems that young people are facing in their community regarding their sexual and reproductive rights – one issue per card or Post-it.
- Ask participants to place the cards face up on the floor so that all the cards can be seen by all the participants.
- Now ask participants to sort the cards into different categories according to their own criteria about the issue being explored. It is important to allow participants to come up with their own categories. This may look very disorganized and slow at first, but trust they can do it.
- Discuss what the categories show. For example, what is in each category and why? Why did participants use these categories?
- Reflect with the participants how they would like to prioritize problems to work on (for example, by urgency, possibility of change, short-term, long-term).
- Keep the list of problems to be used in the following steps.

Step 2: Analyzing problems – Problem tree (45min)

Group work (25 min)

- Divide participants in small groups of four to six and give each group a piece of flipchart paper with a tree drawn on it (see Problem tree page 133) and title it "problem tree".
- Ask each group to select one problem from problems identified in the previous step to discuss – for example, "stigma around homosexuality" or "high rate of teenage pregnancy". Draw or write the problem in the trunk of the tree.
- Encourage the participants to discuss the immediate *causes* of the problem by asking "Why do you think this happens?" (For example, the immediate cause of the "high rate of teenage pregnancy" might be a lack of sexual and reproductive information, or access to contraception.)
- Draw or write each cause as the roots of the tree.
- For each of the immediate causes, encourage the participants to identify the underlying causes by asking again "Why does this happen?" Add another connected root, until all of the possible underlying causes have been identified.
- Encourage the participants to identify the immediate *effects* of the problem. Ask them "What happens next?" Draw or write each effect above as the branches of the tree.
- Follow the same process as before, this time until all of the possible effects have been identified. Keep asking: "What happens after that?"

EXAMPLE: PROBLEM TREE



Plenary (20 min)

- Depending on number of groups and time, you can ask each group to present their tree or you can put all the trees on a wall and have all the participants look at each tree before reflecting on the activity.
- Discuss what *each* diagram shows. For example:
  1. How many causes and effects are there for one problem?
  2. Which are the most important?
  3. Which causes and effects can we do something about?
  4. What could be done to address the causes of the problem and lessen the effects?
- Ask participants if there are certain causes and/or effects that are the same for different problems.

Step 3: Identifying solutions – Solution tree (30min)

Plenary

- Select one of the problems the participants want to address.
- Put that problem tree on the wall.
- Cover another wall with paper and draw another large tree and title it "solution tree".
- Now ask participants to consider the causes and effects that are identified on the problem tree and write solutions on the "leaf-shaped" pieces of paper and stick these on to the solution tree.
- Group together any solutions that are similar.
- Agree which solutions would be easy to do and those that would be more difficult to achieve.
- The solutions to the problems represent the change that young people want to see regarding their sexual and reproductive rights. These will be used in the following activity.

Step 4: Take action (15 min)

- Identify activities to raise awareness of the existing problems and possible solutions.
- Begin identifying with whom participants would need to work together to achieve their solutions (this will be discussed in the next activity).
- Check to see how the list of problems identified by the group relate to Amnesty International's global campaign My Body My Rights, and how they might get involved.

ACTIVITY 4.3

STEPPING STONES AND OBSTACLES

AIMS

- To identify potential opponents who challenge sexual and reproductive rights within the participants' communities.
- To identify potential allies for defending sexual and reproductive rights within the participants' communities.
- To understand the importance and strength of working as a team, and enhance teamwork and communication skills.

TIMING

2 hours

WHAT YOU NEED

- Flipchart paper
- Markers and pens
- Open space on the floor
- Masking tape or string
- Sheets of coloured paper (at least two different colours)

THIS ACTIVITY HAS THREE STEPS

Step 1: Identifying opponents (45 min)
Step 2: Identifying allies (60 min)
Step 3: Take action (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ Keep the list of opponents and allies developed in this activity to be used in other activities.

✓ This activity can also be used to discover the importance of working together as a team.

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A participant in a workshop in the Philippines, showing a sexual and reproductive rights "problem tree", August 2014.

Step 1: Identifying opponents (45 min)

Plenary (10 min)

- Explain to participants that the aim of this exercise is to help them to better understand their opponents.
- Have participants think back to the sexual and reproductive rights superheroes from Activity 4.1. Who or what were the main opponents or targets who challenged sexual and reproductive rights and stood in the way of these superheroes?
- Ask participants to identify specific people or groups that can be opponents in their own communities who challenge sexual and reproductive rights, and record these on a piece of flipchart paper. They might include a local leader, an elected official or another person or group with powerful influence.
- Discuss with the group which of these people they think is the most important target to challenge and why.

Small groups (20 min)

- Divide participants into small groups of four to six.
- Ask each group to pick a target or opponent from the previous discussion, and to produce an influence map which shows who influences their main target, who can access them and who they listen to.
- The first circle of the map shows who influences the target locally. The second circle shows who could influence them nationally and the third circle shows who might influence them internationally. (They can use the example on page 138 to guide them.)
- Ask participants to create their own influence map either on a large piece of flipchart paper, or using cards and spreading these out on the floor.
- After filling in all three circles, participants should be able to trace a map of influence to show how they can directly influence the target (via the people, groups and influencers they have mapped out).

Plenary (15 min)

- Bring the participants back together and ask each small group to share the influence map they have created.
- After each group has shared, encourage them to reflect on questions, such as:

  1. How did you decide who was the most important opponent? Why is this opponent so powerful?
  2. How could you defeat this opponent at the local, national and international levels? What is your route of influencing the target?

Step 2: Identifying allies (60 min)

- Before beginning the step, mark out a large space on the ground or floor using tape or string. This is the “Lava Pit”.
- Explain to participants that this exercise will help them identify allies who can support them in challenging sexual and reproductive rights enemies in their communities.

Group work (15 min)

- Divide participants into two groups. Give each group a set of coloured paper (a different colour per group).
- Ask both groups to brainstorm potential allies and partners in their communities who could help them defend sexual and reproductive rights. Each ally or partner should be written on a separate sheet of paper.
- Ask the groups to hand the papers back to you.

"Lava Pit" 15 min

- Spread the two sets of allies out on the floor. The sheets of paper from both groups should be mixed up but remain within the marked out space ("Lava Pit").
- Explain to both groups that they have five minutes to collect all the allies they need to defend sexual and reproductive rights in their community from the Lava Pit. There are some conditions:
  - Only one member of each group can be in the Lava Pit at a time.
  - They can only step on the "stones" (pieces of paper with allies written on them) and not on the lava (floor). If they step on the lava, they must return to the group and another person takes their turn.
  - Only one "stone" can be removed from the pit at a time.
- The first group to collect all their allies safely wins.

Plenary (30 min)

- Discuss the "Lava Pit" exercise together. Reflect with the participants on the following questions:
  1. How did you decide how to get the allies?
  2. How did it feel to work as a team?
  3. How did it feel when you had to start over?
  4. How did you decide who were your allies?
  5. Why do you think these allies are powerful?

Step 3: Take action (15 min)

- Divide participants into two groups. Ask each group to brainstorm a goal or select one of the previous identified solutions for something they could do to promote sexual and reproductive rights in their community. Ask them to consider:
  1. What allies would they need to accomplish that goal?
  2. How could they work with their allies?
  3. Who would their opponents be?
  4. What would they need to do to lessen the effect of their opponents?
- Ask participants what activities they could do to achieve this goal. (Possible suggestions could include: holding public meetings, a theatre performance, creating poster campaigns on an issue relevant to their context, establishing a youth centre or youth-friendly clinic.)

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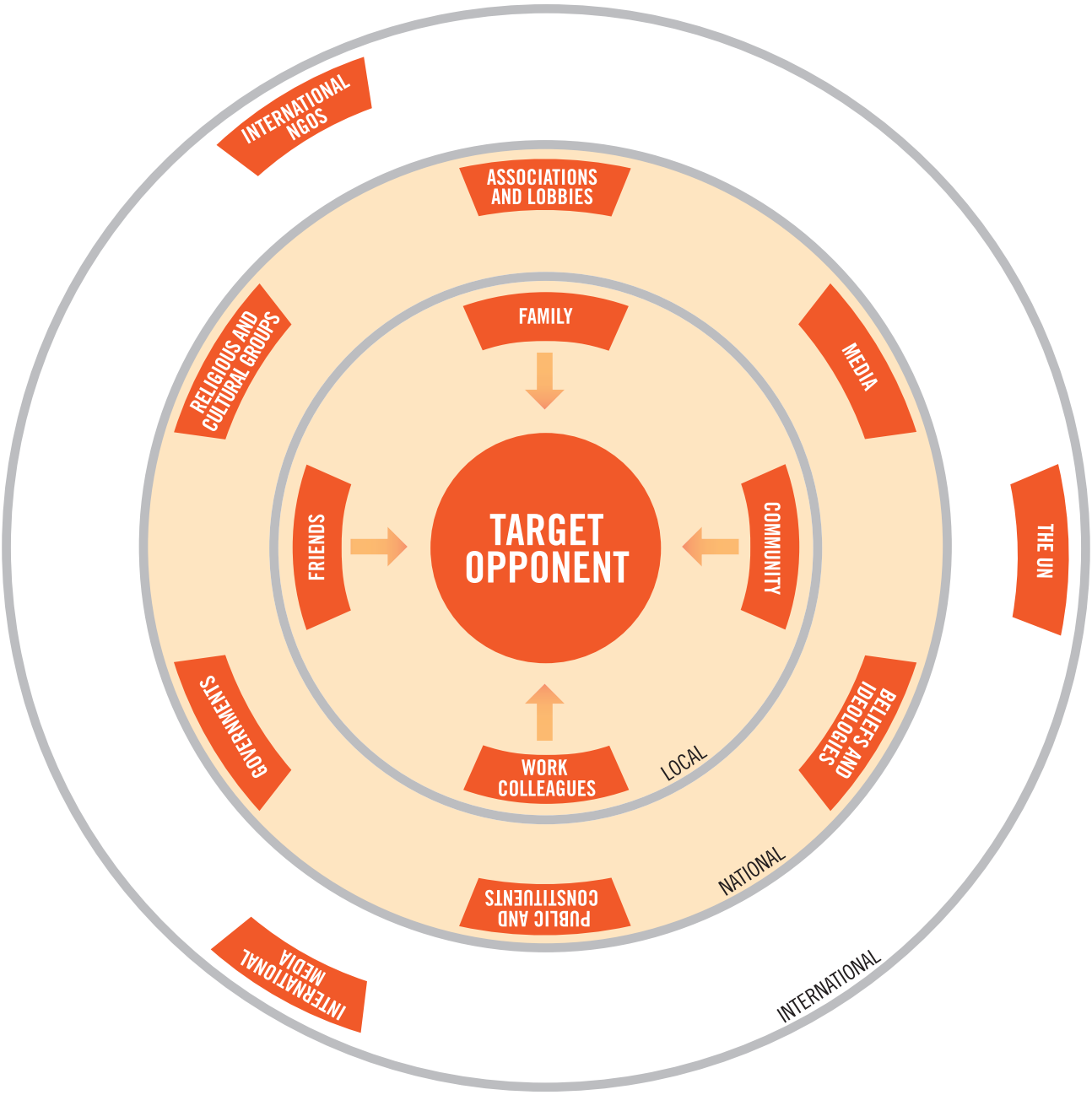
Amnesty International in Valencia, Spain promotes Amnesty International's My Body My Rights campaign on International Women's Day, March 2014.

EXAMPLE: INFLUENCE MAP



ACTIVITY 4.4

SPEAKING OUT

AIMS

- To build confidence and practise arguments in defence of sexual and reproductive rights for oneself and for others.
- To explore how to tailor different messages to different audiences.

TIMING

1 hour 40 minutes

WHAT YOU NEED

- Enough chairs for all participants
- Index cards or Post-it notes
- Sticky tape
- Flipchart paper
- Markers and pens
- Stopwatch or watch with a second hand
- Paper or cards on which to write the names of targets (stakeholders) identified

THIS ACTIVITY HAS THREE STEPS

Step 1: Identifying the messages (30 min)
Step 2: Delivering the messages (50 min)
Step 3: Take action (20 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ When the participants have identified what issue they will work on, ask them to identify the characters or targets to approach with their arguments. Make sure to include stakeholders for the issue. These can be either allies you want to work with and/or opponents you are trying to convince to come over to your side. (For example, if participants identify access to youth-friendly health services as an issue, the characters or targets should include a doctor or clinic administrator.)

✓ Encourage participants during the brainstorming step of the activity to think broadly: for example, to choose "sexuality education" as opposed to a "change in curriculum". This gives them more space to think about their "asks" and what they want changed. Think about the solutions that have been identified in the previous activities. The issues arising in earlier sessions and discussions can be used for this activity.

✓ This is a fast-moving and energetic activity, and you will have to be quite loud and engaged to keep it moving. Give the participants two minutes for each "ask". It is also good to give participants a 10-second warning before yelling "switch" or "rotate."

✓ If you do not have an even number of participants you can form a group that has two people. They will share in delivering the message as well as in answering when playing the role of stakeholder.

✓ It might be useful to have a whistle or other loud noisemaker to help make your voice heard.

STEP 1: Identifying the messages (30 min)

Plenary

- Ask participants to brainstorm a sexual and reproductive rights issue happening in their community right now or use the ones identified in the previous activities.

- Write down issues on a piece of flipchart paper as they suggest them. Explain that the group will be practising one-to-one advocacy skills using one of the issues as an example. Ask the group to vote or come to a consensus on which issue they would like to focus on.

- Ask the participants to identify the important stakeholders relating to this issue keeping in mind the allies and opponents identified in previous activities. Identify at least four or five stakeholders (for example, a parent, a teacher, a religious leader, media person, a politician, another young person or anyone else in their community).

- Ask participants to work in small groups of two to three to come up with a clear "ask" on the issue. Explain that the "ask" should consist of three messages:

  1. What needs to change?

  2. Why is it important?

  3. What can the stakeholder do about it?

- Ask participants to think about how these messages might change depending on which of the identified targets or stakeholders they are talking to. They need to develop one or more messages for each one.

- While participants are discussing in their small groups, set up the chairs in two concentric circles. Each chair in the outer circle must face a chair in the inner circle. Tape the name of a stakeholder to the back of a chair in the outer circle and tape "young person" to the back of the chair next to it, so you alternate stakeholder and young person around the outer circle. Do the same in the inner circle. Make sure that there is a young person facing a stakeholder at all times.

Step 2: Delivering the messages (50 min)

Carousel (20 min)

- Once the space has been set up and participants have decided their "asks", bring them to the circle and ask them to find a seat.

- Explain that they are now seated in a messaging carousel. Half of them will role-play the stakeholders, and the other half will play themselves. Explain that when you say "go", the half playing themselves will have two minutes to communicate their messages to the stakeholder they are sitting in front of.

- It is important that the stakeholder presents himself or herself so the young person knows who he or she needs to deliver their messages to. The stakeholder should listen but should also act their part; they can answer and ask questions.

- At the end of two minutes, when the facilitator says "switch" or "rotate", each participant will get up and move one seat to their right (the two circles will rotate opposite from each other). The round starts again with another two minutes on the clock.

- Have participants rotate and repeat the activity until all have had the chance to play each stakeholder (so, if you have five characters or stakeholders you need to repeat the activity 10 times) or until you feel there has been enough time spent and each participant has had an opportunity to role-play a number of different characters.

Plenary (30 min)

- Once everyone has had a chance to play different roles bring the activity to a close. Ask participants to reflect together and discuss the following questions:

  1. How did it feel to only have two minutes to get your message across?

  2. What was the hardest part of fitting your messages into two minutes?

  3. How did you alter how you presented the issue according to the stakeholder you were talking to? (Ask a volunteer to give an example of how they pitched their messages differently for different stakeholders.)

  4. Did you find any arguments especially convincing when you were role-playing the stakeholders, and why?

Step 3: Take action (20 min)

- Reflect on how we can take action on what we have learnt and generate a list of the most persuasive arguments and messages.

- Discuss how participants can take these issues and messages to a wider audience. For example:

  - Hold a debate in the local community or college.

  - Write a blog post summing up the issue and the "ask" which everyone could share on their social media networks.

  - Use these messages to develop creative slogans, banners, posters and other materials that can be used in public actions in your school or community.

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Artwork for the My Body My Rights campaign, 2013.

ACTIVITY 4.5

ACTION PLAN FOR CHANGE

AIMS

- To understand the planning steps required to create human rights change.
- To develop basic human rights action plans specifically on sexual and reproductive rights.

TIMING

2 hours

WHAT YOU NEED:

- Flipchart paper
- Sticky tape or other adhesive
- Post-it notes, individual cards or small pieces of paper
- Markers and pens
- Photocopies of action plan template (page 144-5) – one for each participant or a copy of it on a flipchart for all to see.
- Photocopies of the journey for change diagram (page 146) – one per group or a copy of it on a flipchart for all to see.
- Solution tree from Activity 4.2

THIS ACTIVITY HAS 3 STEPS

Step 1: Developing an action plan (1 hour)
Step 2: Presenting our action plan (45 min)
Step 3: Take action (15 min)

FACILITATION TIPS

✓ You can adjust the time for this activity according to your group size and needs.

✓ The different steps in this activity are designed to help young people identify a journey to create change and develop an action plan to start making that change a reality.

✓ If you are working with a small group of participants you may decide to keep the activity in plenary. It is important to consider the time you have and how to guarantee that all participants can participate.

✓ It is important when participants are identifying the change they want to see happen to start small and concrete. It is better to have a short action plan that is realistic and doable so that participants do not get discouraged. They can move on and develop more complex action plans once they gain experience.

✓ It is important during the activity to make sure that the participants are constantly doing a reality check to make sure what they are planning is concrete and doable with the time and resources available.

Step 1: Developing an action plan (1 hour)

Plenary (10 min)

- Explain to participants that this activity will help them build a plan to make change happen in their communities.
- Explain that in groups they will be creating their own action plan. This will include: broad *activities* – things people can do, the *results* of these activities and the *changes* they want to see happen in their communities.
- Look at the Journey for Change diagram together. It shows how activities lead to results which lead to the changes we want to see happen.
- During this activity they will need to refer back to what they have done in the previous activities in this section.

Small groups (50 min)

- Divide participants into small groups of four to five people. Give each group a piece of flipchart paper and each individual a hand-out of the action plan template.
- Ask the groups to look at the solution tree (created in Activity 4.2) and to pick one of the solutions they feel they would like to work towards realizing.
- Using the templates, ask each group to create their own action plan for change on a flipchart paper.

Step 2: Presenting our action plan (45 min)

Plenary

- Give each group time to present their action plan in plenary. Allow plenty of time for discussion and encourage participants to give each other practical tips and ideas for improvement.

Step 3: Take action (15 min)

- Reflect together how we will follow up on these plans.

1. How can participants work together and with other allies in their community after the activity?
2. How could they further develop and improve their action plans?
3. How could they gain support to put these plans into practice?

- Refer participants to Amnesty International's global campaign My Body My Rights and encourage them to get involved. How can they co-ordinate their action plan with the campaign? Visit the website at www.mybodymyrights.com

© Amnesty International

Participants in a global workshop exploring sexual and reproductive rights in London, UK, October 2014.

ACTION PLAN TEMPLATE

PLANNING HOW YOU WILL ACHIEVE CHANGE	
What is the sexual and reproductive rights issue you are focusing on?	
What specific problems will be addressed in this plan?	
Who is most affected by this issue? Why?	
What is the change you want to see happen? For example, young people understand their sexual and reproductive rights.	
What needs to happen to create this change? Think of a few small changes that will lead to achieving the big change. (For example, comprehensive sexuality education in schools will lead to young people being well-educated about sexual and reproductive rights.)	
What activities can we do to influence these changes? Think about activities that are realistic and that you can tell if you have achieved them. (For example, hold [a number of] sexuality education workshops.)	
How will you know you have achieved change?	
What are the risks, challenges or barriers to achieving the changes you want to see happen?	
Who will be helpful to you in carrying out your plan?	

PLANNING YOUR ACTIVITES

FOR EACH ACTIVITY, CONSIDER THE FOLLOWING QUESTIONS	
What is your activity? Describe it in a sentence.	
When will your activity take place?	
Where will the activity take place?	
Who will be involved in your activity?	
What resources do you need? (Think people, equipment, money)	
How will you tell others about what you are doing?	
What are the challenges or barriers to the activity going well?	
How can you overcome these challenges or barriers?	

To be photocopied or enlarged and put on the wall

JOURNEY FOR CHANGE

ACTIVITIES
The things we will do to influence change

RESULTS
What needs to happen to create the change

THE CHANGE WE WANT TO SEE

Hold human rights education participatory workshops with young people on sexual and reproductive rights

Write blogs about young people's experiences of access to sexual health information

Start a Facebook group sharing and discussing articles relating to gender and sexual and reproductive rights

Share images and links to articles, campaigns and thoughts about sexual and reproductive rights on social media

Design and produce badges and pins to promote sexual and reproductive rights in the neighbourhood

Perform theatre on sexual and reproductive rights to raise awareness and discuss problems

Make and distribute pamphlets and posters about access to sexual and reproductive health services in the community

Hold a discussion group or debate with friends or larger groups on sexual and reproductive rights

Hold a film screening and debate on gender stereotypes or another theme related to sexual and reproductive rights

Young people are talking about sexual and reproductive rights with other young people. They discuss and question stereotypes and preconceptions that limit their own and others' access to rights.

Young people are generating and accessing media they can relate to, in the forms and channels they like to use, and communicating reliable information about sexuality and reproduction.

YOUNG PEOPLE HAVE INCREASED UNDERSTANDING OF THEIR SEXUAL AND REPRODUCTIVE RIGHTS

WELL DONE!

© Amnesty International

You have now completed the module and have the knowledge and skills to start your own campaign!

You can stand up for your own rights, and join others to ensure young people across the world can access their sexual and reproductive rights. See how you can be part of Amnesty International's My Body My Rights campaign and join thousands of other people to make a global impact.

On International Women's Day, Amnesty International activists and graffiti artist Evelyn Queiróz (Negahamburguer), went to Lapa, Rio de Janeiro, Brazil, to provide temporary tattoos for the My Body My Rights campaign, March 2014.

NOTES

FEEDBACK FORM

1. Information about the facilitator. What is your occupation?

☐ Teacher/educator ☐ Student/Young person ☐ Activist ☐ Volunteer

☐ Other (please specify) _____

Are you ☐ male ☐ female

2. Where are you located?

City/town/village _____ Country _____

3. Which module did you work with?

☐ Facilitation module

☐ Module 1: Poverty and human rights

☐ Module 2: Housing is a human right

☐ Module 3: Sexual and reproductive rights are human rights

4. In which context did you use the module?

☐ School ☐ Youth group or club ☐ Other – please specify _____

5. Which age group did you use the module with?

☐ 11-13 years ☐ 14-18 years ☐ 19-24 years

Other – please specify _____

6. Approximately how many people participated in your session? _____

7. Did you find the module useful for your work? (place an "x" or circle on the line) 1 (not at all) – **5** (very useful)

1 **2** **3** **4** **5**

8. Which of these words most describes your opinion of the module? (please check up to three boxes)

☐ Relevant ☐ Engaging ☐ User-friendly ☐ Adaptable

☐ Innovative ☐ Not relevant ☐ Boring ☐ Complicated

☐ Not flexible ☐ Old fashioned

9. a) What did you like most about the module?

- ☐ Content (subject matter)
- ☐ Structure (was it user-friendly, understandable, etc.)
- ☐ Methodology (activities, methods, techniques, etc.)
- ☐ Other _____

b) Please explain why you liked the aspect(s) you chose: _____

_____

_____

10. a) Please tick the box if you noticed during or after the workshop that participants:

- ☐ Demonstrated increased knowledge of the content?
- ☐ Changed their behaviour?
- ☐ Participated in the My Body My Rights campaign?
- ☐ Were motivated to take further action?

b) Please explain your answer below: _____

_____

_____

11. Would you use the module again with other groups? ☐ **Yes** ☐ **No**

12. Please share any ideas you have for improving the module: _____

_____

_____

13. Please add today's date and any further comments you may have: _____/_____/_____

_____

_____

_____

_____

Please send your completed form to your national Amnesty International office,
or email a scanned copy to hreteam@amnesty.org
Thank you!

RESPECT MY RIGHTS, RESPECT MY DIGNITY

MODULE 3 – SEXUAL AND REPRODUCTIVE RIGHTS ARE HUMAN RIGHTS

"The [activities in the module] made me aware of the fact that everyone should have the right to decide anything that has to do with their sexual life and sexual health."
Hassan El Boukri, Morocco

All over the world, people's freedom to make decisions about their own health, body, sexuality and reproductive life is curtailed or controlled by others. Many of the world's 1.8 billion young people live without access to their sexual and reproductive rights. This module enables young people to understand that we all have the right to make these decisions for ourselves. Its aim is to empower young people to defend and claim their rights and to make decisions about their bodies and choices relating to their sexuality, gender, and human rights without fear of discrimination or violence.

This module is designed to be used by and with young people and youth activists as they support their peers through individual and collective journeys of reflection, critical analysis and action. This includes having the knowledge and skills to engage in difficult conversations on a taboo subject and to stand up for sexual and reproductive rights.

Simply by talking to each other, young people can gain the confidence to change their own behaviour and attitudes towards sexuality and reproduction, and also those of the people around them. In this way, they can build a community of empowered individuals who can defend their own rights and the rights of others.

This is the third module in a series of human rights education resources for young people. This module on sexual and reproductive rights builds upon the universal human rights themes introduced in Modules One and Two and explores how human rights live in our bodies and in the choices we make about our sexuality and reproductive lives.

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January 2015

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